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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of June 2000, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: President Clinton prepares to visit Germany, and federal court of appeals rules Elian Gonzalez is not entitled to asylum hearing (June 1-2); Presidents Clinton and Putin address new threats to global stability, the possible breakup of Microsoft, National D-Day Museum opens in New Orleans, federal judge orders the breakup of Microsoft, and the U.S. government bans a popular pesticide (June 5-9); Syrians mourn the death of President Hafez al-Assad, leaders of North and South Korea prepare to begin their summit, CNN Newsroom profiles Presidents Kim Dae Jung and Kim Jong II, Korean leaders sign a historic agreement, and historic pact could lead to reconciliation between North and South Korea (June 12-16); Ethiopia and Eritrea sign a peace agreement, 58 stowaways found dead in a truck in England, United Nations officials warn Africa's famine is about to worsen, OPEC ministers agree to raise oil production, and Zimbabwe's President Mugabe flexes his political muscles as elections approach (June 19-23); historians review the origin of the Korean War on its 50th anniversary, scientists completed a working draft of the human genome as some people question the ethics of the Human Genome Project, distracted drivers are a public safety threat, and Elian Gonzalez returns to Cuba (June 26-30). (AEF)

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ED 443 391

CNN Newsroom Classroom Guides
June 2000

By. Turner Learning, Inc.

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CNN NEWSROOM Guide

June 1, 2000

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You will receive a message saying that your mail has been suspended. We will "reactivate" your subscription on Aug. 14th.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:50...02:25

Top Story ... 05:30...07:55
-U.S. and European leaders are at odds over trade and defense issues.
-President Clinton prepares to visit Germany.

DAILY DESK ... 00:50...08:45

Science Desk ... 02:15...11:00
Scientists have found a new, genetic way to manipulate growth in plants.

WORLDVIEW ... 00:40...11:40

Communication Transformation: South Korea Phone ... 03:00...14:40
New technology may revolutionize cell phones.

Check it Out ... 03:30...18:10
Metal is being stolen throughout Kaluga, Russia.

Political Front ... 02:35...20:45
A new pamphlet identifies the best places to sleep at the U.N.

NEWS CHRONICLE ... 00:50...21:35

Our World ... 02:00...23:35
High school sophomores in Florida no longer need a 2.0 average to participate in sports.

Turner Website Information ... 00:45...24:20
Information on the CNN NEWSROOM Daily Classroom Guide

CNN Anniversary ... 03:00...27:20
CNN celebrates its 20th anniversary.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Clinton in Europe

1. Which nations are represented at the European Summit? What issues were the focus of yesterday's meeting in Portugal? What was the outcome of President Clinton's visit to Portugal?

2. Why is President Clinton visiting Germany? What issues have strained relations between the U.S. and Germany? How would you describe the relationship between President Clinton and Chancellor Gerhard Schroeder? Why is President Clinton's visit to Germany politically significant? What do you think will be accomplished during President Clinton's visit? Do you think President Clinton's visit to Germany will impact the future of the summit? Explain.

3. Why is President Clinton proposing a missile defense program? How do European leaders feel about the proposed program? President Clinton asserts that America needs a missile defense program to protect itself against "rogue states." Which countries are considered rogue states? Refer students to online resources, including the websites below, to learn more about America's proposed missile defense program and the nuclear capability of the rogue states. After students present their findings, ask: Should President Clinton be concerned about whether or not the European leaders support America's missile defense program? Then, have students write position papers about whether or not European leaders should support America's missile defense program.

4. What is AIDS? How has AIDS affected the international community? According to UNAIDS, "95% of HIV sufferers live in poor countries." Why do you think this is so? In your opinion, how should the U.S. and the European Union deal with AIDS?

5. In the video, European trade representative, Pascal Lamy, states that the U.S. and the European Union cannot afford a trade war. What does Mr. Lamy mean? Group students. Challenge each group to prepare a presentation about one of the following trade issues that is being discussed at the European Summit:
   1. Tax breaks
   2. Market access
   3. Subsidies
   4. Beef
   5. Bananas
   6. Genetically modified food
   7. Steel
   8. Aircraft.

   Direct students to identify why American and European leaders are at odds over these issues. Following the presentations, have each student write a letter to either President Clinton or to a European leader that details his/her view about one of the trade issues. Have each student also include a resolution for the trade issue. Have students share their letters and discuss.

LINKS:
http://www.cnn.com/2000/WORLD/europe/05/30/clinton.europe/
http://cnn.com/2000/WORLD/europe/05/30/clinton.europe.03/
http://cnn.com/2000/WORLD/europe/05/31/clinton.eu.03/index.html
http://www.whitehouse.gov/WH/New/Europe-0005
http://www.state.gov/www/background_notes/germany_0005_bgn.html
http://www.whitehouse.gov/WH/New/Europe-0005/factsheets/
http://userpage.chemie.fu-berlin.de/adressen/eu.html
http://www.imf.org/

EDITOR'S NOTE:
rogue states
anti-ballistic missile
Stasi Secret Police
Star Wars Program
globalization

DAILY DESK

Science Desk: No Mow Lawn

1. What new method are scientists using to regulate plant growth? How does it work? What is the key ingredient? In what ways would genetically engineered grass be beneficial? Are there any significant risks involved?

2. What side effects occurred when plants were lengthened and shortened by steroid regulation? Do you think these side effects could be useful in other ways? Explain. Do steroids have a similar impact in humans? How do you think the steroids cause or eliminate growth? Do you think other human-related side effects associated with steroid use, such as sterility, will occur in plants?

3. In this report, scientists worked with an internal growth variable, a genetically-controlled steroid. Not all growth variables, however, are internal or genetic. There are several external growth variables scientists manipulate to find the best environment for specific plants. Examples of external growth variables are exposure to light, amount of water, nutrients in the soil, etc. Challenge your students to develop an experiment where they manipulate a growth variable of a specific type of plant. Divide the class into groups of 3-4 students each. Have each group:
    1. Select a type of plant with which to work.
    2. In a short paragraph, explain why the group chose that plant and which growth variable the group is going to manipulate.
    3. Develop "stock" plants for the experiment. The group will need enough plants to have at least 3 plants for each trial.
    4. When stock plants are ready, manipulate the growth variable each day with some plants receiving more of the variable and some less.
    5. Observe the plants each day, drawing and writing down the observations. After two weeks of observing the effects of the manipulation of the growth variable, write a "conclusions" paragraph that explains what the group believed happened in the experiment, and what the ideal amount of that growth variable would be for that plant.

    Have each group share its findings and search for similarities and differences among the plants. Discuss the risks and benefits of manipulating growth through internal, as opposed to external, means.

LINKS:
http://www.salk.edu/NEWS/steroid.html
http://www.pbs.org/wgbh/aso/databank/entries/dm28pe.html
http://go4green.sask.com/home/garden/b-baldwin/photosy.html
http://www.ag.iastate.edu/departments/agronomy/corngrows.html

EDITOR'S NOTE:
steroids
gene
genetic engineering

WORLDVIEW

Communication Transformation: South Korea Phone

1. How have mobile phones changed in recent years? What is the difference between analog and digital technology? What is PASS 21 technology? What are the security features of PASS 21? Do you think PASS 21 cell phones will be big sellers in your country? Why or why not? Do you think PASS 21 cell phones will make existing cell phones obsolete? Explain.

2. Approximately 80 million Americans use cell phones, and experts estimate that by 2005 there will be over 1.26 billion wireless phone users around the world. Why do you think cell phones are so popular? Do you own a cell phone? Why or why not? If so, how has owning a cell phone impacted your life? Do you think cell phones are essential? Explain.

3. What technological innovations have contributed to the evolution of the communications industry? In your opinion, what drives the development of communication technology? Why do you think the PASS 21 cell phones are so expensive? Do you think the cost of these phones will decrease over time? Why or why not?

4. How is digital technology revolutionizing the communications industry? Refer students to the websites below to learn about the development and impact of wireless technologies. Have small groups of students prepare presentations about the development and impact of different types of wireless technologies. After the presentations ask students: What do you think drives the development of these innovations? How is wireless technology affecting civilization? Do you think these technological innovations are enhancing the global community? Why or why not?

LINKS:
http://fullcoverage.yahoo.com/fc/Tech/Wireless_Communications_Devices/
http://www.howstuffworks.com/cell-phone.htm
http://www.wow-com.com/consumer/faqs/faq_history.cfm
http://www.wow-com.com/consumer/faqs/faq_general.cfm#one
http://www.fcc.gov/
http://www.point.com/articles/739.asp

Check it Out: Russia Scrap Metal

1. Why are thieves stealing metal from Kaluga, Russia? Describe the nature of these thefts. How are the thefts affecting the citizens and the infrastructure of Kaluga, Russia? How many children were killed while trying to steal power cables? Why do you think people continue to steal metal from Kaluga despite the legal and heath dangers?

2. Refer students to multimedia resources to learn about the scrap metal industry and the different uses for scrap metal. Challenge students to identify why the scrap metal business is thriving in Kaluga, Russia. Have students share their findings and discuss.

   Ask students: To what extent do you think Russia's economic problems contribute to the stealing of metal in Kaluga? Instruct students to review the history of Russia's recent economic crisis and identify the sectors of Russia that have suffered because of the nation's economic crisis. Then have students work in groups to research the social, economic and political problems that have surfaced as a result of Russia's failing economy. Direct each group to prepare a written report that addresses the following question: What can the Russian government and the international community do to revitalize Russia's economy and stop citizens from stealing metal?

LINKS:
http://cnn.com/SPECIALS/2000/russia/

http://cnn.com/SPECIALS/1998/09/crisis.russia/
http://www.gov.ru/
http://www.expressindia.com/fe/daily/19981214/34855494.html
http://nickelalloy.com/

Political Front: Sleeping at the U.N.

1. What is the United Nations? Where is it located? What is "Sleeping at the U.N."? Why do you think this pamphlet is so popular?

2. Refer students to the websites below to learn about the history, structure, and major achievements of the U.N. Divide your class into small groups. Have each group research a part of the U.N., such as the General Assembly, the Security Council, the Economic and Social Council or the International Court of Justice. Instruct each group to select two members to act as officers who will inform the class about the U.N. body: its role, how it works, and some of the issues that are currently being addressed by the body. As each group shares its information, make a list of how the U.N. promotes:
   - Justice, human rights and international law
   - Humanitarian assistance
   - Development.

   After the presentations, facilitate a discussion about the global impact of the U.N.

   EXTENSION: Have your students create a timeline of the U.N.'s major achievements. Ask students whether or not they think the U.N. is necessary to promote and preserve human rights and world peace.

LINKS:
http://www.un.org/aboutun/
http://www.un.org/Overview/brief.html
http://www.unsystem.org/

EDITOR'S NOTE:
encryption
digital
analog
South Korea
Russia
United States

NEWS CHRONICLE

Our World: Athlete Standards

1. Why did Florida legislators change the eligibility requirements for high school students to participate in extracurricular sports? How does the new law differ from the old law? Why are some people critical of the new law?

2. Do you participate in extracurricular sports? Is so, has participating in sports affected your academic performance? Explain. How have you benefited from participating in high school sports? Does your school have eligibility requirements for extracurricular activities? If so, do you think these requirements are fair? Why or why not?

3. Refer your students to the websites below to learn about the background of Florida's new law and the content of the mandatory student contract. Direct students to consider the benefits and drawbacks of Florida's new law. Then have each student write an editorial that describes his/her position on the law. Have students share their editorials and discuss.

LINKS:
http://www.fhsaa.org/pubs/forms/2000apc.pdf
http://www.cnn.com/US/9901/13/benched.team/index.html
http://www.cnn.com/US/9901/07/team.lockout/
http://www.nfhs.org/
http://www.nfhs.org/case.htm
http://www.ncaa.org/

CNN Anniversary

1. What does "CNN" stand for? Who is Ted Turner? When and why did he establish CNN? How has CNN evolved during the last 20 years? How has the cable television industry changed since 1980?

2. How are CNN programs different from other television news programs? Give an example to support your opinion. Do you think CNN has influenced the way people view and understand the world? Explain. What is your opinion of CNN? What do you think the future holds for CNN?

3. Challenge students to research, write and deliver news stories from the past twenty years. The websites below should provide useful information. Have each student select one story, research that event, and write a two to three minute television script about the event. Then, have each student deliver his/her story as a CNN anchor. If possible, videotape the presentations. After viewing the videotapes have students determine which presentations were most effective.

LINKS:
http://cnn.com/SPECIALS/2000/cnn20/
http://cnn.com/interactive/specials/0004/cnn20/history.timeline/frameset.exclude.html

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EDITOR'S NOTE:
high school athletics
extracurricular activities
CNN
cable
global network
satellite

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CNN NEWSROOM Guide

June 2, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 00:45...02:15

Top Story ... 07:30...09:45
-A federal court of appeals rules that Elian Gonzalez is not entitled to an asylum hearing.
-Elian's Miami relatives file another appeal.

DAILY DESK ... 00:40...10:25

Editor's Desk ... 02:10...12:35
New government regulations will allow disabled workers greater access to information.

WORLDVIEW ... 00:45...13:20

Around the World ... 02:50...16:10
The city of Chicago looks abroad for qualified teachers.

Culture Watch ... 02:35...18:45
A Thai rock band donates its concert proceeds to charity.

Artistry in Action ... 04:15...23:00
Russian students compete for admission into the Perm Ballet School.

NEWS CHRONICLE ... 00:40...23:40

Black Colleges ... 03:05...26:45
The enrollment of white students is increasing at black colleges.

Look Ahead ... 00:30...27:15
June 9: Campus Balkanization

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Elian's Fate

1. Who is Elian Gonzalez? How did he come to the U.S.? How has Elian been caught in an international tug of war? What is the current political climate between the U.S. and Cuba? In what way has the case of Elian Gonzalez become a symbol of the struggle between these two political systems?

2. Have students create a timeline of the significant personal and legal events regarding the history of the Elian Gonzalez case. After students identify the key people involved in the case, have them review and critique the actions of Janet Reno, the U.S. Immigration and Naturalization Service, Elian's father and the Miami relatives.

3. How did the 11th Circuit Court of Appeals rule on Elian's case? What are the possible consequences of this ruling for Elian, the Democratic Party and U.S.-Cuban relations? Do you agree with the court's ruling? Why or why not? What do you believe will be the ultimate outcome of this case?

4. Refer students to the second website below to review the 11th U.S. Circuit Court's ruling on the Elian Gonzalez case. According to the court, "The case at first sight, seems to be about little more than a child and his father. But for this court, the case is mainly about the separation of powers under our constitutional system of government." Have students discuss the meaning and significance of this statement.

5. How did Elian's Miami relatives respond to the court's ruling? Have each student write a position paper about whether or not Elian's Miami relatives should pursue further legal action. Instruct students to consider the possible political consequences should Elian's case go before the U.S. Supreme Court. Have students share their papers and discuss.

LINKS:
http://cnn.com/2000/US/06/01/cuba.boy.04/index.html
http://cnn.com/2000/LAW/06/01/elian.02/
http://cnn.com/2000/US/06/01/cuba.boy.03/index.html
http://cnn.com/interactive/us/0006/cuba.boy.court.transcript/frameset.exclude.html
http://www.usdoj.gov/ag/index.html
http://www.canfnet.org/
http://cnn.com/LAW/trials.and.cases/case.files/0004/elian/linkframeset.exclude.html

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EDITOR'S NOTE:
appellate panel
indoctrination
Immigration and Naturalization Service
civil disobedience
political asylum

DAILY DESK

Editor's Desk: Disabled Feds

1. In what ways has technology locked out talented people with disabilities? What new assistive technologies will now enable them to access information and participate more fully in various careers? What has the U.S. government done to make these technologies available to government workers?

2. What is an avatar? Describe the ones featured on the news story. Discuss the variety of ways in which assistive technology can benefit students and adult workers. What do you think Mark Wilner, from the U.S. Department of Agriculture, meant when he said, "The biggest challenge is not the laws but more of an attitude about disability and what people can and cannot do"?

3. Do you, or does someone you know, make use of any assistive technology? If yes, describe it and how it enhances the life of the person using it. If possible, invite someone who either uses assistive technology or markets or develops it to speak in the classroom.

4. Ask students to list every device they can think of that has been invented to help people with various physical challenges, including items such as wheelchairs and ramps. Have students evaluate the list and determine areas where more is needed. Working in pairs, small groups or alone, challenge students to conceive of a new invention to further help people with a physical impairment. Direct students to present their ideas to the class for discussion.

LINKS:
http://vatc.freeservers.com//atweb.html
http://www.abledata.com/
http://www.resna.org/

EDITOR'S NOTE:
avatars
Internet
disability

WORLDVIEW

Around the World: International Teachers

1. Why is the city of Chicago experiencing a shortage of teachers? How is the city addressing the problem? How do the students feel about having teachers that are from other countries? How do you think the recruited teachers and their students benefit from the experience?

2. What skills and attributes do you think a good teacher should possess? Do you think recruited teachers should be granted permanent resident status after they have completed their teaching contracts? Why or why not?

3. Have each student interview a teacher about the following issues:
   1. Why he/she chose to teach
   2. The benefits and drawbacks of teaching
   3. The changes that have occurred within the teaching profession during his/her career
   4. Ways to improve the teaching profession.

   After students have shared their information, inform them that, according to the National Education Association, "America needs to hire two million new teachers over the next decade." Ask: What can colleges, universities and school systems do to recruit more people into the teaching profession? Should schools of education lower their standards for admission? Should the government raise taxes to increase teachers' salaries? How might businesses and corporations participate in the process? What are the benefits and drawbacks of hiring teachers from abroad?

LINKS:
http://www.cnn.com/2000/US/04/13/international.teachers/
http://www.ci.chi.il.us/
http://www.cps.k12.il.us/

http://www.aft.org/research/salary/home.htm
http://www.nea.org/teaching/santana.html
http://www.edweek.org/sreports/qc00/

Culture Watch: Thai Coco Band

1. Who is Sompan Charumilinda? What country is his homeland? What is the name of his band? What does the Coconut Rock Band do with its concert proceeds? Why do you think members of the band donate their proceeds to charity?

2. Challenge students to cite examples of other musicians who have used the sale of songs or concerts to raise money for charitable causes. Examples of such efforts include the Live Aid Concerts, Farm Aid Concerts and the "We Are the World" CD. Have small groups of students prepare multimedia presentations about the charitable causes and the impact of the musicians' philanthropic efforts.

LINKS:
http://www.nectec.or.th/WWW-VL-Thailand.html
http://www.country.com/tnn/farm-aid/farm-aid-background.html
http://www.ejaf.org/

Artistry in Action: Siberian Ballet

1. In which region of Russia is the Perm Ballet School located? What is unique about this region? What type of training is required to become a professional ballet dancer in Russia? What type of personal sacrifices do many of the students make to attend the Perm Ballet School? Would you want to attend the Perm Ballet School? Why or why not? Why are many of Russia's top students, dancers and teachers looking for work outside of Russia?

2. Have students define the term "culture." How does culture define a nation? How does a culture develop? In the video, Artistic Director Ludmila Sakharova states that "Culture is the indicator of a country. Without culture, there is no country." Read this quote to your class and discuss its meaning. Ask: Do you agree with Ms. Sakharova? Why or why not? What aspects of your country's culture are unique? What is the relationship between the arts and culture? In your opinion, does your country value the arts? Give an example to support your opinion. How do the arts influence your country's culture? Have each student research the history of a specific art form, such as ballet, rock music or opera. Challenge each student to identify how the art form has influenced your nation's culture. After students present their reports, have students consider what would happen if funding for the arts were eliminated.

LINKS:
http://www.zenon.ru/~vladmo/
http://encarta.msn.com/find/Concise.asp?z=1&pg=2&ti=761569000

EDITOR'S NOTE:
visas
resident status
gulag
exile
abroad

NEWS CHRONICLE

Black Colleges

1. How many historically black colleges and universities exist in the U.S.? How many black colleges have a majority of white students? Why is white enrollment growing at black colleges? How do

students at black colleges feel about the increase in non-black enrollment?

2. How can post-secondary education benefit individuals and society? Do you think it is important for people to have equal access to post-secondary educational opportunities? Explain. Give an example to support your opinion.

3. Have students review the CNN NEWSROOM video and read the article, "Black Schools Go White," that is located on the second website below. Then as a class, discuss the following questions: What are the benefits and drawbacks of increasing non-black enrollment in black colleges? Does having a multiracial student body enhance race relations? After the discussion, have your class debate the following resolution: Black colleges that have a large percentage of non-black students should continue to receive federal funds for their "unique mission" of educating African Americans.

4. Inform students that most historically black colleges were founded before 1965, when African Americans were shut out of most predominantly white institutions. Use this as an opportunity to review the history of race relations in the U.S. Have students focus on the Civil Rights Movement and desegregation. After the review, ask students: What is your opinion of the state of race relations in the U.S. today? Challenge students to use websites, newspapers, and magazines to compare and contrast civil rights and race relations in the U.S. during the 1960s to the year 2000. Have students identify injustices that continue to exist and nonviolent ways to correct these wrongs.

LINKS:
http://www.cnn.com/2000/US/05/18/black.colleges/
http://www.cnn.com/ALLPOLITICS/time/2000/03/13/school.html
http://www.cnn.com/2000/US/05/30/campus.balkanization/
http://www.nafeo.org/
http://www.bluefield.wvnet.edu/about.htm
http://www.facing.org/
http://www.thekingcenter.com/

EDITOR'S NOTE:
black colleges
university
African American
education

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CNN NEWSROOM Guide

June 5, 2000

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:45...02:00

Top Story ... 03:25...05:25
Presidents Bill Clinton and Vladimir Putin address new threats to global stability.

DAILY DESK ... 00:40...06:05

Environment Desk ... 02:30...08:35
Scientists are studying how La Nina impacts hurricanes.

Environment Desk Extra: Panda-Monium ... 02:50...11:25
The San Diego Zoo plans to recieve a pair of Chinese pandas.

WORLDVIEW ... 00:45...12:10

25 Years Later: Vietnam Collateral Damage ... 04:50...17:00
Many suffer ill health from exposure to Agent Orange during the Vietnam war.

Student Bureau ... 05:15...22:15
A U.S. veteran's son chronicles the nation of Vietnam through a new generation's eyes.

Turner Website Information ... 00:45...23:00
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:40...23:40

Nike Protest ... 03:45...27:25
The Nike Corporation cuts funding for the University of Oregon.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Clinton in Europe

1. What was the purpose of the meeting between President Putin and President Clinton? Why was this meeting historically and politically significant? How did President Putin respond to President Clinton's missile defense strategy proposal? What actions have these presidents agreed to take to improve nuclear security between the U.S. and Russia? What is your opinion about the proposed Moscow-based high-tech center?

2. What is plutonium? What process would be used to get rid of the 68 metric tons of plutonium? Inform students that "the deal comes with a steep price tag: at least $1.75 billion to build facilities to convert the plutonium in Russia...and an additional $4 billion to build similar new facilities in the U.S." Ask students: If you were a member of the U.S. Congress, or one of the Group of Eight industrialized nations, would you fund these facilities? Why or why not? Have students support their positions with facts.

3. Instruct students to review the nature of U.S.-Russian relations from the Cold War to the present. Useful background information can be found at the last website below. Then refer students to the second website below to review the major international arms agreements that Russia has made over the past few decades. After students present their findings, ask: How do you think the proposed U.S. nuclear defense system would affect relations between Russia and the U.S. if it were enacted?

4. Refer students to multimedia resources, including the websites below, to learn more about the U.S. missile shield defense proposal. Divide your class into five groups to prepare a presentation about the role of either North Korea, Iran, Iraq, Alaska, or Russia in the missile shield defense proposal. Following the presentations, ask: Do you think any threat to the U.S. made by North Korea, Iran, or Iraq could be solved diplomatically, without a missile shield? Why or why not? Then, have each student write a position paper about whether or not Russia should approve the proposed U.S. missle defense system. After students share their papers, have them consider whether the proposed missile defense system would enhance global security.

LINKS:
http://cnn.com/2000/WORLD/europe/06/04/clinton.europe.03/index.html
http://cnn.com/interactive/world/0006/missile.defense/frameset.exclude.html
http://cnn.com/2000/WORLD/europe/06/04/arms.russia.chronology.reut/index.html
http://www.state.gov/www/global/arms/treaties/abmpage.html
http://www.fas.org/spp/starwars/program/nmd.htm
http://cnn.com/SPECIALS/cold.war/

EDITOR'S NOTE:
missile defense system
early warning data
Start-2 Agreement
Vladimir Putin

DAILY DESK

Environment Desk: Adios La Nina

1. What are the differences between the El Nino and La Nina weather systems? What effects do these weather systems have on ocean temperatures? Why are scientists studying La Nina? How does the La Nina pattern usually impact the number and intensity of hurricanes? How long has the current La Nina been active? When do researchers believe the current La Nina will end?

2. In addition to hurricanes, how does La Nina affect global weather and climate patterns and the

environment? What advance preparations do you think should be made to minimize the possible negative effects of La Nina? How do you think the cost of these preparations might compare to the cost of the damages inflicted by La Nina?

3. Inform students that La Nina is often referred to as both a weather and a climate event. While these two terms are related, their meanings are quite different: Weather is the state of the atmosphere, while climate is the average course or condition of the weather. Ask students: Which term would you use to describe La Nina? Explain.

4. Challenge your students to predict the duration of the current La Nina using past La Nina event data. Working in small groups, have your students:
   1. List the start dates for all El Nino and La Nina cycles from 1900 to the present using the websites below.
   2. For each El Nino and La Nina cycle, list the duration of the La Nina pattern.
   3. Find the average duration of the La Nina cycles. (Remind students that the average is found by adding the total number of years, and then dividing that number by the number of data entries.)
   4. Scan the durations for patterns throughout the past century.
   5. Analyze the patterns and predict how long this La Nina will last.

   Have each group present its prediction, state its supporting evidence, and compare its prediction with the predictions of other groups.

LINKS:
http://www.noaa.gov/
http://www.cpc.ncep.noaa.gov/products/analysis_monitoring/ensostuff/ensofaq.html
http://www.coaps.fsu.edu/lib/booklet/
http://www.cpc.ncep.noaa.gov/products/analysis_monitoring/ensostuff/ensoyears.html
http://www.cpc.ncep.noaa.gov/products/analysis_monitoring/lanina/cold_impacts.html
http://www.pbs.org/wgbh/nova/elnino/anatomy/lanina.html
http://www.wbuf.noaa.gov/buftbl.htm

Environment Desk Extra: Panda-Monium

1. How many pandas remain in the wild? Why are pandas an endangered species? What U.S. city zoo recently signed an agreement to acquire a pair of pandas from China? What process must the zoo go through to acquire the pandas? How might having the pandas impact the city of San Diego and the zoo?

2. Getting the pandas may take years of hard work, but keeping them alive and healthy in the San Diego Zoo will also entail a great deal of work. Challenge groups of students to act as amateur zookeepers and find out what they would have to know to prepare themselves for the arrival of pandas at their local zoo. Students will want to focus on the panda's natural habitat, its eating habits, and the panda's history of living and thriving in captivity. Have each group present its information to the class.

3. Help your students learn more about pandas and their status as an endangered species. Instruct students to research the panda's habitat and the efforts that are underway to help save the panda. Have the class use its findings to create an informative website or brochure about the plight of the panda.

LINKS:
http://www.panda.org/news/features/story.cfm?id=228
http://www.nature-net.com/bears/panda.html
http://www.makura.com/paul/panda.html

EDITOR'S NOTE:
La Nina

El Nino
landfall
droughts
panda
China

WORLDVIEW

25 Years Later: Vietnam Collateral Damage

1. Have students share what they know about when and why the Vietnam War occurred. What was the role of photojournalists during the Vietnam War? What was your reaction to Horst Faas's photograph? Why do you think many people feel that this photo continues to define the Vietnam War?

2. What is napalm? What are Agent Orange and dioxin? Why did the U.S. Air Force use these substances during the Vietnam War? How has Agent Orange affected the health of many Vietnamese veterans and their families?

3. Inform students that though this story focuses on how the Vietnamese were affected by Agent Orange during the Vietnam War, South Korean and American veterans also suffer from the effects of the defoliant. Divide your class into three groups. Refer each group to multimedia resources, including the websites below, to learn about the health and legal issues related to Agent Orange, and how either the American, South Korean or Vietnamese governments have responded to their nation's veterans who are suffering from the effects of Agent Orange. Next, have groups prepare proposals outlining how veterans and their families should be compensated for the suffering they've experienced from being exposed to Agent Orange. After groups share their proposals ask: Do you think the U.S. government should compensate the Vietnamese and South Korean veterans who are suffering because of their exposure to Agent Orange? Why or why not?

LINKS:
http://www.cnn.com/2000/HEALTH/04/24/vietnam.agentorange.ap/index.html
http://www.cnn.com/US/9605/28/agent.orange/
http://servercc.oakton.edu/~wittman/index.htm
http://www.brooks.af.mil/AFRL/HED/hedb/afhs/afhs.shtml
http://vvof.org/vvofaopg.htm
http://cpcug.org/user/billb/ranchhand/ranchhand.html

Student Bureau: Millennium Voyage: Letter Home

1. How does John describe his visit to Vietnam? What did he think of the country when he first arrived there? Why was he a little nervous at first? How were he and his American friends received when they arrived in town?

2. What did John learn about many of those who once fought for South Vietnam? Why do you think they were reluctant to talk about the war? Where did they take the American visitors? What was John's reaction to what he saw there? How did John react when he met the man who had stepped on a land mine? Although John's father fought against this person, why do you think John just wanted to comfort him?

3. What is the former name of the Reunification Palace? What happened there on April 30, 1975? Why was the building important to anti-communist forces during the war? How did John feel about his tour of the palace? John says that even though he didn't enjoy the tour of the palace, he respected its significance. What do you think he means?

4. How do the demographics John cited reflect the changing face of Vietnam? Because the majority of

Vietnam's population is so young, how might John's general perception of Vietnam be different from what he expected? What lesson did John learn from his Vietnam experience?

5. If your students are unfamiliar with the Vietnam War, have them work in groups to conduct research on the topic. Some of the websites below may be of assistance. Have groups share their findings in class discussion. Initiate a class project where students create either a printed resource, to be kept in the reference area of your classroom, or an informative website. Make sure students cover the following topics: Origins of the conflict between North and South Vietnam, U.S. military involvement, reactions to the Vietnam War in the U.S., the POWs and MIAs, the Peace Talks and U.S. troop withdrawal.

6. In the beginning of this story, John refers to Vietnam as the place where his father "risked his life." Have small groups of students conduct interviews of other U.S. servicemen and women who risked their lives in Vietnam. How did these veterans feel about their tour of duty then? Have their views changed in any way? What do the veterans think the U.S. learned from this conflict? What would the veterans like young Americans to know about the Vietnam War? Share group interviews. Then, have each student put himself/herself in the place of John's father and write a letter back to his son in response to his emotional experience in Vietnam.

LINKS:
http://cnn.com/SPECIALS/cold.war/episodes/11/
http://www.teachvietnam.org/
http://www.semesteratsea.com
http://servercc.oakton.edu/~wittman/chronol.htm
http://servercc.oakton.edu/~wittman/
http://turnerlearning.com/newsroom/archive/1199/NR111199.html

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EDITOR'S NOTE:
napalm
Agent Orange
dioxin
Vietnam

NEWS CHRONICLE

Nike Protest

1. What is a sweatshop? Why are university students in the U.S. pressuring their schools to join the Worker Rights Consortium (W.R.C.)? Why did the University of Oregon join the W.R.C.? Who is Phil Knight and what is his relationship to the University of Oregon? How did Mr. Knight react to the university's decision to join the W.R.C.?

2. What percentage of the university's budget comes from private donations? How do you think Mr. Knight's actions will impact the University of Oregon? How do many alumni feel about the university's decision to join the W.R.C.? Do you think joining the W.R.C. will improve international labor practices? Explain. Do you think the University of Oregon should withdraw from the W.R.C.? Why or why not?

3. What is your opinion of the university students' method of protest? Should students be allowed to protest non-academic university policy? Why or why not? Have students consider whether there are differences between protesting the policies of a state/public institution versus the policies of a private institution.

4. Group students. Have each group research the worker abuse issue throughout the world. In what countries is this problem most prevalent? What measures are corporations and the international community taking to improve the quality of working environments for legitimate workers? Have

groups share their findings. Discuss why worker abuse issues are difficult to regulate in many developing countries.

5. Lead a class brainstorming session to generate a list of ways that people protest. Some examples of protesting might include boycotts, letter-writing campaigns, rallies, sit-ins, marches, candlelight vigils, and voting. Next, have students consult the media or the Internet to locate issues of interest. Have each student select one issue about which he or she has a strong opinion. Direct each student to prepare a paper or an oral report on what would be the most effective way to change public policy on that issue, and why.

LINKS:
http://www.umich.edu/~sole/usas/
http://www.workersrights.org/
http://www.uoregon.edu/
http://www.corpwatch.org/trac/feature/sweatshops/nike.html
http://www.nike.com/
http://www.globalexchange.org/economy/corporations/nike/index.html
http://www.amercris.org/paclist.htm
http://www.protest.net/

EDITOR'S NOTE:
sweatshop
Nike
University of Oregon
protest
student activism

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CNN NEWSROOM Guide

June 6, 2000

CNN NEWSROOM and the Daily Guide are here for you, all summer long! Keep your VCR set and archive programs and Guides for your use this fall.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 00:30...02:00

Top Story ... 02:50...04:50
What do young people think about the possible breakup of Microsoft?

U.S. vs Microsoft, Part II ... 02:15...07:05
Microsoft has until Wednesday to respond to the Justice Department's motion.

DAILY DESK ... 00:50...07:55

Health Desk ... 02:10...10:05
Researchers warn about the dangers of hypertension.

Turner Website Information ... 00:45...10:50
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:30...11:20

Student Bureau ... 07:50...19:10
Semester at Sea students meet some of Vietnam's street kids and a foundation that tries to help them.

Around the World ... 03:15...22:25
The fall of Saigon signaled the end of a war, but a new beginning for some Vietnamese orphans.

NEWS CHRONICLE ... 00:40...23:05

Democracy in America ... 03:25...26:30
George W. Bush takes on a politically untouchable issue, Social Security.

Look Ahead ... 00:30...27:00
Tomorrow: The Summer Job Market

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: U.S. vs Microsoft

1. Who is William H. Gates III? What company did he create? When did he start Microsoft? What does this company produce? Why is Microsoft in trouble with the U.S. government?

2. What is a monopoly? What is the purpose of antitrust law? How did Microsoft become the target of a federal antitrust case? How did Microsoft allegedly stifle any competition? What does the Justice Department want to do to Microsoft to prevent what it views as a future "monopoly"?

3. Summarize some of the views of the young people interviewed in this video on the Microsoft case. How does Microsoft President Steve Ballmer respond to the judge's decision to break up his company? Why do you think the company has launched a public relations campaign?

4. According to the Legal Information Institute at Cornell Law School,

   "Trusts and monopolies are concentrations of wealth in the hands of a few. Such conglomerations of economic resources are thought to be injurious to the public and individuals. This is because such trusts minimize, if not obliterate, normal marketplace competition, and yield undesirable price controls. These, in turn, cause markets to stagnate and sap individual initiative."

   Read this explanation of the economic consequences of monopolies to students and have them conduct research to learn more about Microsoft's actions. Have each student use what he/she has learned to write an essay in response to the question "Are Microsoft's business practices 'injurious to the public and individuals'"?

LINKS:
http://www.usdoj.gov/atr/index.html
http://www.law.cornell.edu/topics/antitrust.html
http://www.essential.org/antitrust/microsoft/
http://www.essential.org/antitrust/

U.S. vs Microsoft, Part II

1. How do the government and Microsoft disagree on the length of time a breakup plan should take? What term does Microsoft want the Justice Department to use for this breakup? Why do you think the government wants Microsoft to keep all e-mails for several years? How does the company respond to this demand?

2. What does "divestiture" mean? Have students consult their dictionaries and compare the meaning of "divestiture" to that of "reorganization" in class discussion. Point out that in the previous segment we learned that Microsoft has initiated a public relations campaign to gain public support for its side. Ask students: How might the choice of words to describe the government's action (divestiture vs. reorganization) be a part of Microsoft's strategy? Discuss.

LINKS:
http://cnnfn.com/2000/06/05/technology/microsoft_ahead/
http://cnnfn.com/2000/05/31/technology/microsoft/
http://cnnfn.com/news/specials/antitrust/
http://207.25.71.34/servlets/polltool?pollName=msft0525&pollAction=standardres

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EDITOR'S NOTE:
monopoly
antitrust
divestiture

"red herring"
Bill Gates
Microsoft

DAILY DESK

Health Desk: New Hypertension Guide

1. What is hypertension? Why should people be concerned about their blood pressure? Why is hypertension often called "the silent killer"? Do you think kids should be concerned about having high blood pressure? Why or why not?

2. What is the difference between systolic and diastolic blood pressure? Why is systolic blood pressure important? What is the ideal range for systolic/diastolic blood pressure?

3. Divide your class into five groups. Refer groups to multimedia resources, including the links below, to learn more about the risk factors of high blood pressure, and the effects of high blood pressure on either the brain, eyes, arteries, kidneys, or heart. After each group shares its findings, have students identify what people can do to prevent and control high blood pressure.

4. Invite a nurse to teach students how to take a blood pressure reading. Next, instruct pairs of students to take each other's blood pressures. Have students plot their blood pressures on a graph and identify the percentage of students that have high, low and healthy blood pressures.

LINKS:
http://www.nhlbi.nih.gov/hbp/consumer/highblood/fast_facts.html
http://www.nhlbi.nih.gov/health/public/heart/index.htm#hbp
http://www.nhlbi.nih.gov/health/prof/heart/hbp/hbp_ped.htm
http://www.americanheart.org/Heart_and_Stroke_A_Z_Guide/hbpk.html

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EDITOR'S NOTE:
blood pressure
systolic
diastolic
arteries
"silent killer"

WORLDVIEW

Student Bureau: Millennium Voyage: Vietnam Street Kids

1. Where is Saigon? What did Chris and Jennifer think of this city? Describe the street children that they met. What were the children selling? Why were they so persistent?

2. How would you describe the conditions under which these children live? What does the Christina Noble Children's Foundation do to help them? Why were most of the children in the shelters abandoned? What does the Foundation do to assist working parents?

3. What differences did the students notice between the boys and girls at the shelters? How did the boys and the girls respond to the visitors? What did the girls ask? Why do you think they wanted to know whether there are poor children in other countries? How did their visits affect Chris and Jennifer? What does each hope for the future of Vietnam?

4. The average per capita income in Vietnam is approximately $320 (U.S. dollars) a year. Point this

fact out to students and have them work in groups to find recent data on annual per capita income for other nations, including the U.S. Have groups share their data and rank the countries from highest to lowest per capita income. Where does Vietnam fall on their scale? Direct groups to research information on the country of Vietnam. Discuss the political, economic and social factors that have contributed to the standard of living there.

5. In the video we learn about the Christina Noble Children's Foundation and its efforts towards improving the quality of life for some of Vietnam's children. What basic freedoms and rights do students think all children should be able to enjoy? Direct students to the last website below for a summary of the United Nations Convention on the Rights of the Child. Have students read the summary and discuss what steps governments should take to guarantee these rights.

LINKS:
http://lcweb2.loc.gov/frd/cs/vntoc.html
http://travel.state.gov/vietnam.html
http://www.geocities.com/Eureka/Office/2346/mimintr.htm
http://opusa.org/
http://www.unicef.org/voy/meeting/rig/convsum.html

Around the World: Vietnam Orphans

1. Where did Natalie and Michelle Crapuchettes grow up? Where were they born? What were their names? How old were the twins when their mother left them in the hospital in Da Nang? Describe their memories of Vietnam.

2. Do the twins have any bad dreams of the war? Why do you think their childhood was "kind of bliss"? What careers have Natalie and Michelle pursued? Have the sisters returned to Vietnam? Why do they plan to return someday? When they reflect on their lives, what do they think their lives would be like now had they not come to the United States?

3. Read this stanza from the poem " A Half A World Away" to your students:

   "A half a world away
   A child waits for a family of his own
   While a half a world away
   A family waits to come bring him home"
   (Copyright words and music 2000, by Jill Marshall-Work, used with permission.)

   This is part of a poem written by Jill Work, who writes extensively about her experience as an adoptive parent of an Asian child. Ask students to consider what it would be like to welcome a child from another country and culture into their homes. Have students research other stories of international adoption, especially those of families who participated in Operation Babylift, the airlift of orphans during the fall of Saigon in April, 1975. Students may also wish to interview international adoptees or their adoptive parents to learn more about the experience and adjustment to a new family. Share student findings in class discussion. What advantages did the adoptive parents offer these children from other places? What did the adoption give to the new parents in return?

LINKS:
http://www.abc.net.au/rn/talks/lm/stories/s46976.htm
http://www.comeunity.com/apv/articles.html
http://www.comeunity.com/adoption/adopt/worldaway.html
http://www.newsweek.com/nw-srv/issue/10_99a/printed/us/vn/vn1410_1.htm

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EDITOR'S NOTE:
street kids

persistent
Christina Noble Children's Foundation
Saigon
cultural tie
orphanage
malnutrition

NEWS CHRONICLE

Democracy in America: Bush Social Security Strategy

1. Who is George W. Bush? What is Social Security? When was it created? Explain why George W. Bush believes that the politics of this previously untouchable issue have changed. According to Governor Bush, what rate of return are people getting from the money they put into Social Security?

2. What is the new "investor class" and how could this group impact the future of Social Security? According to Bill Mann of "The Motley Fool," what percentage of American households are now home to investors? Why do you think that young people are especially active in investing? How does Mr. Bush think these young people would feel about the chance to invest part of their payroll taxes in the stock market?

3. Explain how the issue of Social Security creates a generational divide. Who might favor Mr. Bush's plan? Why? Who might be opposed? Why? What does Vice President Al Gore mean when he says that Governor Bush's privatization plan "takes the security out of Social Security"? Mr. Gore believes he has the political advantage on this issue. Why? How might voter demographics work in Mr. Gore's favor when it comes to Social Security?

4. Point out to students that everyone who works, regardless of his/her age, pays Social Security (FICA on paychecks) at the rate of 7.65% of his/her gross salary. In addition, employers match this figure, contributing an additional 7.65%. This means that on a $100.00 paycheck, both the worker and employer pay $7.65. Unlike federal and state income tax, which are also deducted from paychecks, this money is not refunded. Survey students to see if any have or currently hold part-time jobs. Do they think the Social Security tax is fair? Do they think the federal government should provide a financial safety net for them? Do they believe they should finance the safety net of today's elderly and disabled? Discuss.

5. In the video we learn that the Social Security issue illustrates a "generational divide" among voters. What does this mean? Ask students to conduct surveys of voters under and over the age of 50. Have students ask these voters to list the issues of importance to them as the presidential elections approach. Have students collate the results by creating a chart on the board divided into "UNDER 50" and "OVER 50," and listing the issues of importance under the appropriate column. Do students' findings indicate a "generational divide" when it comes to political priorities? Discuss.

   EXTENSION: If Mr. Bush's Social Security plan is more appealing to younger voters, and Mr. Gore's attacks on this plan appeal to older voters, what can each candidate do to increase his electability among members of the other age group? Discuss how each candidate can recover some political ground among the younger or older voters.

LINKS:
http://cnnfn.com/retirement/social_security/
http://www.ssa.gov/
http://www.ssa.gov/pubs/10094.html
http://cnn.com/2000/ALLPOLITICS/stories/05/29/social.young/index.html
http://www.csis.org/retire/

EDITOR'S NOTE:
Social Security Act
George W. Bush
Al Gore
"investor class"
privatization
generational divide

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CNN NEWSROOM Guide

June 7, 2000

Stay with CNN NEWSROOM and the Daily Guide for coverage of this summer's political party conventions. Tape the programs and archive the Guides for use this fall.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00...02:35

Top Story ... 02:30...05:05
The National D-Day Museum opens in New Orleans.

DAILY DESK ... 01:00...06:05

Business Desk ... 02:30...08:35
A new report says that increased life expectancy has yielded economic benefits.

WORLDVIEW ... 00:25...09:00

Student Bureau ... 07:25...16:25
Semester at Sea Students learn about the Vietnam War while visiting Vietnam.

Inside Asia ... 03:00...19:25
Some Vietnamese now own plantations where their parents once fought.

NEWS CHRONICLE ... 00:35...20:00

Our World ... 02:00...22:00
There are ample jobs and good pay awaiting teens who are looking for summer work.

Turner Website Information ... 00:45...22:45
Information on the CNN NEWSROOM Daily Classroom Guide

World War II POW ... 04:15...27:00
A World War II veteran gives an account of his days as a prisoner of war.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: D-Day Remembered

1. What political leaders and celebrities were on hand for the opening of the National D-Day Museum? Who were the honored guests who rode military transport trucks and jeeps through the city's streets? How did Director Stephen Spielberg acknowledge the sacrifices of these veterans?

2. Why was the Museum built in New Orleans? Who created the Higgins boat, and how was it used in the D-Day Invasion? Inform students that General (and President) Dwight D. Eisenhower once said, "Andrew Higgins is the man who won the war for us." Have students work in groups to learn more about Mr. Higgins' contribution to the Invasion and share their findings. How significant was the Higgins boat to the Allies' war effort?

3. Stephen Ambrose, historian and Museum founder, says of the articles on display in the Museum, "Nearly every artifact has a story connected to it, whether it be a hole in a helmet or a belt that a medic carried around with him as he treated the wounded on the beach." Challenge students to research the history of World War II and share their information. Then have each student choose one artifact that might be on display in the Museum and write a short story that might be connected with that article. Encourage students to use "historical fiction" as they create their stories based in fact.

4. The D-Day Invasion was the largest military invasion ever undertaken on land, air and sea. It included over 5,000 ships, 10,000 airplanes, and 250,000 service men and women. Help your students appreciate the magnitude of this military operation, its logistics, and the bravery and sacrifice that went with all of it by helping them learn more about D-Day. Students may wish to interview WWII veterans, those who had family members and friends in the services at that time, their history texts and the Internet to learn more about "the longest day" of World War II. Share student findings and discuss.

LINKS:
http://cnn.com/2000/US/06/06/dday.remembrance/index.html
http://www.higginsboat.org/html/museum.html
http://www.ddaymuseum.org/
http://www.nando.net/sproject/dday/dday.html
http://www.dday.org/

EDITOR'S NOTE:
D-Day
National D-Day Museum
Medal of Honor
veterans
Higgins boats
beach invasion

DAILY DESK

Business Desk: Economic Value of Life

1. What was the economic "value" of increased life expectancy in the 1970s and '80s? Explain how increased life expectancy has generated economic benefits. What did the team of nine economists conclude about the returns provided by medical research in the '80s and '90s? Approximately how much does it cost to develop a new drug? What did the economists calculate was the "social rate of return" for each new drug? Based on these numbers, do you think resources invested in medical research are a good social investment? Do you think investing in medical technology makes good financial sense? Explain.

2. According to the video, much of the economic benefit of an increased life expectancy is the result of the increased risks Americans are willing to take on their jobs, which in turn increases their pay.

Have students work in groups to brainstorm lists of "risky" jobs, and conduct research to determine the average salary for each. Share group lists in class. How does the pay of each risky job compare to the salaries of less dangerous occupations? Discuss how medical advances, technology, and job safety improvements have provided employment opportunities for many at higher pay.

3. Direct students to use the websites below and other resources to examine the steadily increasing life expectancy data throughout the 20th century, and share their findings. Next, challenge students to consider the economics of a life expectancy of 100 years. Arrange students in groups and have each group consider how a 100-year life expectancy might impact each of the following factors, for better or worse:
   - The retirement age
   - The job market
   - Social Security and Medicare
   - Consumer preferences in retail goods, groceries and entertainment
   - Living arrangements and lifestyles
   - Tax revenues for cities, states, and the federal government
   - The demand for medical services

   Have each group present its ideas and discuss whether its members believe an increased life span carries more economic benefits or downsides.

LINKS:
http://www.infoplease.com/ipa/A0774532.html
http://www.infoplease.com/ipa/A0774532.html
http://www.retireweb.com/death.html
http://www.nih.gov/nia/
http://www.northwesternmutual.com/games/longevity/index.html
http://www.ssa.gov/history/lifeexpect.html

EDITOR'S NOTE:
life expectancy
mortality
social rate of return

WORLDVIEW

Student Bureau: Millennium Voyage: Return to Cu Chi

1. Where is Vietnam located? When did the Vietnam War occur? What is the historical and strategic significance of the Cu Chi tunnels? How did the war impact the Vietnamese? What were the different periods in postwar Vietnam? How did the Vietnamese locals respond to the students? Were you surprised by the reactions of the Vietnamese? Why or why not? Do you think the U.S. and Vietnam have recovered from the war? Explain.

2. What is empathy? Do you think having empathy for others is important? Why or why not? In your opinion, were the Semester at Sea students able to empathize with those who fought in the Vietnam War? If so, how? Are there ways, other than visiting Vietnam, for teenagers to understand what the war was like for Vietnamese and American veterans? Explain.

3. Use student texts to guide a discussion of the events leading up to and U.S. involvement in Vietnam. The following questions may help guide your discussion:
   1. When and why did France occupy Vietnam?
   2. What was the purpose and outcome of the French Indochina War?
   3. Why was the battle at Dien Bien Phu historically significant?

4. When and under what circumstances did Vietnam officially become a divided nation with a communist North and a non-communist South?
5. Who was Ho Chi Minh and what were his political objectives?
6. When and why did the U.S. become involved in the Vietnam War?
7. What was the political climate in the U.S. during the 1950's?
8. Why were many Americans fearful of communism?
9. What is the domino theory? How did the domino theory influence U.S. policy in Vietnam?

4. Have each student research and create a timeline that depicts the escalation of the U.S. involvement in Vietnam from 1950, when the U.S. began providing economic and military assistance, to 1965, when the U.S. began sending troops to Vietnam. Then, divide the class into four groups. Have each group prepare a presentation about one of the following factors that influenced the escalation of the Vietnam War:
   - The Geneva Conference of 1954
   - The history of American economic and military assistance to South Vietnam
   - Ngo Dinh Diem's regime and how political, regional and religious differences contributed to the instability of South Vietnam
   - North Vietnam's use of guerilla warfare and the 1964 Gulf of Tonkin incident.

   Following the presentations, ask students: Was America's presence in Vietnam necessary? Why or why not? Did the presence of the U.S. escalate the war? Explain. Could escalation of the war have been prevented? Why or why not?

LINKS:
http://lcweb2.loc.gov/frd/cs/vntoc.html
http://cnn.com/SPECIALS/cold.war/episodes/11/
http://www.teachvietnam.org/
http://travel.state.gov/vietnam.html
http://www.geocities.com/Eureka/Office/2346/mimintr.htm
http://www.lonelyplanet.com.au/dest/sea/vietnam.htm#triv

Inside Asia: Vietnam Full Circle

1. Why might it have been "fatal" to consider "the order and geometry of creation" on Vietnam's rubber plantations 30 years ago? Who were the Viet Cong guerrillas? How did the rubber plantations serve as a backdrop for two conflicts in Vietnam?

2. Who currently owns the plantation in the video? How is she "a revolutionary in private enterprise"? Explain how her life has come "full circle."

3. Students may hear the term "guerrilla" or "guerrilla warfare" but may not know what it means. Have them consult the Internet or other resources to find a definition of either of these terms and share their findings. Then have students work in groups to research instances of guerrilla warfare in modern military history, starting with the French in North America, who learned to hide in the forest from their Native American allies in the French and Indian Wars. Share student findings in class discussion. Refer back to the video and to what students know of the Vietnam War. How does the geography of Vietnam lend itself to guerrilla warfare? How was the guerrilla warfare conducted by the Viet Cong different from warfare conducted by any previous enemy?

4. How is the Vietnam of today different from the Vietnam of thirty years ago? Have students work in groups to research the political and economic systems of Vietnam, when the war was at its peak in 1969 and today. What is communism? Is political and/or economic communism still alive and well in Vietnam? If so, to what extent? Have each group prepare a paper that analyzes Vietnam's political and economic climate thirty years ago and today.

LINKS:
http://asiatravel.com/vietnam.html

http://servercc.oakton.edu/~wittman/
http://servercc.oakton.edu/~wittman/vietlink.htm
http://www.vietnamembassy-usa.org/
http://www.polisci.com/world/nation/VM.htm

EDITOR'S NOTE:
Vietnam War
privatization
communist
unification
Ho Chi Minh
rubber plantations
Viet Minh

NEWS CHRONICLE

Our World: Summer Jobs

1. What businesses are having a tough time attracting employees this summer? Why do you think the job market is so tight for these employers? How is the lack of employees impacting the salaries and the kinds of jobs being offered to teens?

2. According to the video, what kind of attitude are summer employers looking for in their teenage prospects? Why is a positive attitude a strong asset in any job market? What other attributes could make a young job applicant stand out among others who want the same job?

3. Ask a local business owner or manager or a human resources professional to address the class on job-hunting skills. Ask the speaker to address issues such as writing a resume, filling out a job application, and answering interview questions. After the presentation, divide the class into small groups of students, and have each group choose one job appropriate for your students' age and skills from local newspaper classifieds. Challenge each group to apply what its members learned in the presentation by role-playing the job interview, or explaining how to fill out the application for that position.

LINKS:
http://magellan.excite.com/lifestyle/teens/summer_jobs
http://www.sacteens.org/job.htm
http://www.bankrate.com/smm/news/special/19990618.asp
http://gsj.petersons.com/gsj-mainframe.html

World War II POW

1. Who is Chet Morse? In what war did he serve? When was he captured by the Germans? For how long was he held as a POW?

2. How were the American POWs treated? What were they fed? Why did Chet Morse eat this sickening "pudding"? Who showed him some compassion during this time? What did his experience as a POW teach Chet Morse?

3. Dr. Morse speaks of the "good in the worst of us" and the "bad in the best of us" when he looks back on his POW experience. How does war bring out the "best" and the "worst" in humans? Have students work in groups to find examples of both bravery and tragedy in World War II, and present their stories. Discuss the lessons the rest of us can learn from each experience.

LINKS:
http://lcweb.loc.gov/exhibits/archives/wora.html

http://www.sun-sentinel.com/news/daily/detail/0%2C1136%2C25500000000105721%2C00.html
http://www.fordham.edu/halsall/mod/modsbook45.html

EDITOR'S NOTE:
recruiting
signing bonuses
Bureau of Labor Statistics
hourly earnings
medic
World War II
POW
compassion

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CNN NEWSROOM Guide

June 8, 2000

Teachers: If you are on our e-mailing list and do not want to receive the Guide over the summer, please address a blank e-mail *from the account that receives the e-mail Guide* to: cnrguide-nomail@lists.turner.com
You will receive a message saying that your mail has been suspended. We will "reactivate" your subscription on Aug. 14th.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:50...02:25

Top Story ... 02:10...04:35
A federal judge orders the breakup of Microsoft.

Consumer Impact ... 02:15...06:50
How might the breakup of Microsoft affect consumers?

DAILY DESK ... 00:45...07:35

Science Desk ... 02:05...09:40
Scientists are getting close to mapping the entire human genome.

Science Desk Extra: Geomagnetic Storms ... 02:00...11:40
Solar winds spawn geomagnetic storms which can impact electrical power on earth.

WORLDVIEW ... 00:20...12:00

25 Years Later: Vietnam MIAs ... 03:15...15:15
Although the war is long over, the U.S. will not close the books on its MIAs.

Check it Out ... 03:55...19:10
Those who received the dreaded "Regret to inform" telegram have declared war as the enemy.

Inside Asia ... 02:45...21:55
Women who fought alongside the Viet Cong are honored by the Vietnamese government.

NEWS CHRONICLE ... 00:40...22:35

Student Bureau ... 01:45...24:20
The next time the phone rings, it might be 911 calling you.

Tobacco Ads ... 02:40...27:00
Philip Morris is pulling its ads from 42 publications.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: U.S. vs Microsoft

1. Summarize the major points of Judge Thomas Penfield Jackson's ruling in U.S. vs Microsoft. Why did Judge Jackson conclude that "a structural remedy has become imperative"? What "one mistake" did Bill Gates say he made during the lengthy trial?

2. Is this case over? Explain. Where does Microsoft want this case to go next? What does the Justice Department want to do with this case? If the case were to go before the Supreme Court, when would be the earliest it would be heard?

3. Bill Gates talks about Microsoft as a leader in an industry that has empowered people. In fact, some have compared the role of Microsoft in its industry to that of Henry Ford's company in the earliest days of car production. What do your students think? Have them research both Bill Gates and Henry Ford and their companies' roles in creating new industries. Would students classify these men as business innovators or monopolists? Some observers argue that breaking up Microsoft now would be similar to breaking up the Ford Motor Company in the early days of the auto industry. Have each student write a paper either supporting or rejecting this view.

LINKS:
http://cnnfn.com/2000/06/07/technology/microsoft_ruling/
http://www.microsoft.com/
http://www.microsoft.com/freedomtoinnovate/default.htm
http://cnnfn.com/news/specials/antitrust/

Consumer Impact

1. What is Bill Gates' view on the impact of a Microsoft breakup on consumers? Why does publisher Gary Beach agree with him? According to Joel Klein of the Justice Department, how does the government think consumers will benefit from the breakup?

2. How might the breakup of Microsoft affect the company's image? How could the breakup impact employment prospects for the company? What has been the government's goal throughout the legal process against Microsoft? Do you think it has accomplished that goal? Explain.

3. Review the video with students. Generate a class discussion about the point made regarding Microsoft's effectiveness as a divided company. According to Gary Beach, why might a divided Microsoft be bad news for consumers? Have students interview older family members to learn about other government actions against large corporations and industries. One case with which they might be most familiar is the breakup of the telephone company into the "Baby Bells." Ask students to poll their parents and other older family members to find out whether they believe the government did the right thing for consumers in the phone company breakup and in other cases. Share student findings and discuss whether students think the government breakup of Microsoft will benefit consumers.

LINKS:
http://cnnfn.com/2000/06/07/investing/q_microsplit/
http://www.webreview.com/wr/pub/1999/02/19/poll
http://www.moraldefense.com/microsoft/
http://www.usvmicrosoft.com/

EDITOR'S NOTE:
monopoly
Microsoft
divestiture
bundling
antitrust

DAILY DESK

Science Desk: Chromosome 21: What's Next?

1. How much of the human genome has been sequenced? Which chromosomes have been mapped from end to end? How many chromosomes are left to complete? What is the projected timetable for completion of the entire human genome?

2. What helpful uses for this information are mentioned in the story? What are a few additional breakthroughs to which this information could lead? Describe both sides of the "invasion of privacy" debate associated with this research. What is your opinion on the issue? How are mapping the human genome and understanding how genes work different endeavors? What do you think should be the next steps for these scientists after the genome is mapped?

3. Recently, U.S. Vice President Al Gore has made genetic information privacy one of his main campaign issues. Challenge your students to investigate his position on this issue. Working in small groups, have students:
   1. Research the vice president's position on genetic information privacy using news stories and text of his speeches.
   2. Collect a series of three to five quotes that encapsulate Mr. Gore's position.
   3. Repeat the process for the other candidates in the upcoming presidential election.

   Compare the candidates' relative positions on the issue and discuss how crucial your students think this issue will be in the November election.

   EXTENSION: Have your students identify the positive and negative ways this information could be used during the next 25 – 30 years. Next, have students draw or describe the technology that will be needed to integrate this information into our future society. Have them describe the guidelines future society will need to use this information safely and responsibly.

LINKS:
http://www.dol.gov/dol/opa/public/media/press/opa/opa98021.htm
http://www.cnn.com/2000/fyi/news/04/06/genome.mapping/index.html
http://www.issues2000.org/Technology.htm
http://www.ornl.gov/TechResources/Human_Genome/home.html

Science Desk Extra: Geomagnetic Storms

1. How far is the sun from the earth? How would you describe the storms that take place on the sun? What is the earth's natural defense against these storms? How might solar storms affect life on earth?

2. Why do scientists expect this to be an especially active time for solar storms? How long is a solar storm cycle? What did a strong solar storm in 1989 do to parts of the U.S. and Canada? Why are utilities especially interested in what will happen Thursday night?

3. Direct groups of students to go on an Internet scavenger hunt to gather information on geomagnetic storms. Instruct groups to find the answers to these questions:
   1. How are geomagnetic storms created?

2. How do they affect power systems?
3. How are geomagnetic storms forecasted? Is the forecasting of these storms an "exact science"?
4. What is being done to minimize the effects of geomagnetic storms?

Have each group present its findings. Instruct groups to monitor the news on Friday to determine if Thursday's forecasted geomagnetic storms have any negative impact on earth.

LINKS:
http://www.mpelectric.com/storms/index.htm
http://www.agu.org/sci_soc/eiskappenman.html
http://ppdweb.nrl.navy.mil/whatsnew/prediction/storms.html
http://www-personal.ksu.edu/~iws3912/geo-strm.htm

EDITOR'S NOTE:
chromosome
genome
solar wind
magnetic field
solar eruption
aurora
geomagnetic

WORLDVIEW

25 Years Later: Vietnam MIAs

1. What does MIA mean? Who are most of the individuals who are Missing In Action in Vietnam? What is the U.S. government doing to find them? Is the government of Vietnam cooperating? Has it always been this way? Explain.

2. What are POWs? How many POWs were released by Vietnam in 1973? Why do you think some believe that not all the POWs were set free? Who is the current U.S. Ambassador to Vietnam? What is his view on the possibility that Vietnam is still holding American POWs? In spite of his belief that it is unlikely there are American POW/MIAs alive in Vietnam, why do you think he won't give up until the final determination is made?

3. Describe how the U.S. military has taken on the mission of finding the remaining MIAs. Why do you think these soldiers believe this is their "sacred honor"? How is technology helping in the process? Why will the remaining MIA cases be the most difficult to solve?

4. According to the Defense Prisoner of War/Missing Personnel Office, there are 2,054 Americans still unaccounted for in Southeast Asia, including 1,530 in Vietnam (as of January of this year). Is any progress being made in finding these individuals? Have students consult the Internet and other resources to find out what progress is being made in the search for those Missing In Action in Vietnam. Share student findings. Discuss what can be done to keep the memory of MIAs alive, and the issue a priority for the U.S. government. Have students explore the Internet to see how the Web is being used to remember POW/MIAs.

LINKS:
http://132.235.238.184/archives/102495/pentagon.html
http://www.folksonline.com/folks/ts/1999/pows.htm
http://www2.hickam.af.mil/news/newsarchive/1999/99196.htm

Check it Out: Vietnam War Widows

1. Who is Barbara Sonneborn? Where did her husband lose his life? What is the focus of her film "Regret to Inform"? How does speaking out help the Vietnam widows?

2. What kind of work does Dr. Nguyen Thi My Hien do? How does she help the widows of the Vietnam War? What was Norma Banks' experience with the Vietnam War?

3. What does Barbara Sonneborn want people to grasp from her film? What do you think it means when it is said that she has declared war itself the enemy? How is Ms. Sonneborn using the Internet to help women become a force for peace?

4. When those in the armed forces go to war, their families make many sacrifices. Those families whose loved ones give their lives make the ultimate sacrifice. What do students think should be done to help them? Have students examine the process of grieving and discuss some of the emotions one feels when a loved one dies. Point out that in addition to this emotional loss, the remaining family members must deal with financial and day-to-day issues as well. Generate a class discussion about ways that individuals and the U.S. government can provide assistance to the families of those who die in combat.

LINKS:
http://www.warwidows.com/
http://www.teachvietnam.org/
http://www.sfiff.org/cgi-local/new_shopq.pl/page=films

Inside Asia: Vietnam Women Soldiers

1. Why was the reunion of Vietnamese women fighters "an emotional one"? Describe what some of these women experienced during the war. How was "The Long-Haired Army" instrumental in the Viet Cong insurgency? How did this army mark the anniversary of the war's end? Why do you think this was the first time the Vietnamese government has recognized these women?

2. In the video we learn that some of the female Vietnamese veterans believe that the military success of their efforts has not been matched by economic success. Have students work in groups to research Vietnam's current economic climate. Direct each student to write a report describing Vietnam's economy and whether the post-war era has improved the quality of life for the country's people.

3. Women served on both sides during the Vietnam War. The U.S. government estimates that 7,500 American women served in Vietnam. Have students search the Internet and other resources to learn about these women and their experiences. Discuss how this report might have been different had it focused on the American women who served in Vietnam.

LINKS:
http://tlc.discovery.com/tlcpages/vietnam/donut_dolly_07.html
http://userpages.aug.com/captbarb/femvetsnam.html
http://www.encyclopedia.com/articles/13471.html
http://www.illyria.com/vnwomen.html

EDITOR'S NOTE:
DNA testing
Operation Homecoming
Agent Orange
Viet Cong insurgency
POW/MIAs

NEWS CHRONICLE

Student Bureau: Reverse 911

1. Why do people sometimes have to dial "911"? What is "Reverse 911," and how does it work? What kinds of emergencies might residents be informed of using Reverse 911?

2. What problems arise when police have to go door to door to inform residents of impending danger? What problems do you think might result from use of the Reverse 911 system? What other methods might be used to warn people in conjunction with Reverse 911? Will the Reverse 911 system cost Boulder phone customers more money? Explain.

3. Lead a class brainstorming session to generate a list of times when authorities could use the Reverse 911 system. Write these on the board. Then have students work in groups to consult their own local governments to find out what emergency warning systems are already in place, and under what circumstances they are used. Have groups share their findings and discuss whether Reverse 911 would be an effective addition to your community's warning systems.

LINKS:
http://www.r911.com/
http://www.onlineathens.com/1998/042098/0420.a11emergency.html

Tobacco Ads

1. Why is Philip Morris eliminating tobacco ads in dozens of magazines? Which magazines are the targets of this action? What else is Philip Morris doing to reduce the incidence of youth smoking in the U.S.? Explain how this latest move "is about taking the heat off."

2. How much advertising revenue will the magazines lose as a result of the Philip Morris decision? How will Philip Morris try to make up part of this loss? Why do you think magazines are not closing the door to future cigarette ads? Will R.J. Reynolds follow Philip Morris' lead and ban ads in youth-oriented magazines? Which company's decision do you support? Why?

3. Refer students back to the video and ask them to consider what students in the video think of cigarette ads in magazines. Do these ads influence their decisions regarding smoking? Inform the class that in one study in Wisconsin, high school-aged researchers found an average of 36 tobacco ads in stores they visited. In all the stores they assessed, they found tobacco ads placed at children's eye level and next to candy, guaranteed to catch kids' attention. Challenge your students, working in groups, to determine how pervasive tobacco advertising is in their community, and note the specifics. Have groups present their findings. Which of these advertisements are likely to catch the attention of young people? Do students think this is a problem that should be addressed, or do they agree with the students in the video?

LINKS:
http://www.fda.gov/bbs/topics/ANSWERS/ANS00967.html
http://www.uwex.edu/ces/news/releases/4h9808aa.htm
http://appcpenn.org/issueads/profiles/cftfk.htm
http://www.tobacco.org/Misc/tob_ad_mags.html

EDITOR'S NOTE:
"Reverse 911"
emergency management
Philip Morris
magazine budget
subsidiaries
peer pressure

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CNN NEWSROOM Guide

June 9, 2000

Don't forget: CNN NEWSROOM and the Daily Guide *are* here for you, year 'round. Archive this summer's programs and guides to bring your students up-to-date on news events this fall.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 01:00...02:30

Top Story ... 02:10...04:40
The U.S. government bans a popular pesticide.

In the Headlines ... 02:00...06:40
Eritrea struggles with war and a humanitarian crisis.

DAILY DESK ... 00:40...07:20

Editor's Desk ... 02:20...09:40
A recent survey indicates that many public relations professionals lie on the job.

Editor's Desk Extra: Romance Writers ... 02:10...11:50
Breaking into the world of romance novel writing is not easy.

WORLDVIEW ... 00:30...12:20

Political Front ... 03:20...15:40
The ghost of Vietnam still haunts U.S. military leaders.

25 Years Later: Vietnam Wheelchairs ... 02:40...18:20
One man's crusade is to supply wheelchairs for war's forgotten victims.

Short Take ... 00:55...19:15
American medical professionals volunteer to correct facial problems for Vietnam's children.

Vietnam Monks ... 03:10...22:25
The relic of a Vietnamese Buddhist martyr is rumored to have mystical powers.

NEWS CHRONICLE ... 00:35...23:00

"Campus Balkanization" ... 04:15...27:15
In spite of programs promoting diversity, many college students are "self-segregating."

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Pesticide Ban

1. What are pesticides? What pesticide has just been banned by the Environmental Protection Agency? What popular pesticide was banned by the EPA in 1972? Why? Will Dursban immediately disappear from store shelves? Explain.

2. According to EPA officials, what symptoms and health problems have been associated with exposure to Dursban? Why did government officials choose not to recall Dursban? Do you think their "deal" with the pesticide's manufacturers was the best way to deal with this situation? Explain. How are the pesticide's manufacturers responding to the decision to ban the chemical? What evidence supports their view?

3. What is the source of the EPA's authority to review pesticides? What evidence do students think the EPA must have gathered before making its decision? Have groups of students put themselves in the place of teams of EPA investigators and learn more about Dursban (chemical name: chlorpyrifos) and the arguments for and against its use. Have each team present a formal report of its findings and issue a recommendation based on those findings.

   EXTENSION: Generate a class discussion about the possible consequences of a ban on Dursban. Discuss the health, environmental, and economic problems caused by the insects that Dursban kills. In light of the hazards posed by these insect species, do students think banning Dursban is a good idea? Why or why not?

LINKS:
http://www.cnn.com/2000/HEALTH/06/08/dursban.ban.02/index.html
http://www.bandursban.org/
http://www.dowagro.com/main/pestcontrol.htm
http://www.ncamp.org/

In the Headlines: Eritrea Crisis

1. Where is the nation of Eritrea? With what neighbor has it been fighting? Why are hundreds of thousands of Eritreans living in displacement camps? What will happen if these people cannot return to their homes within the next two weeks? Explain. Why is Eritrea blaming Ethiopia for this humanitarian crisis?

2. What do your students know about the nation of Eritrea? Assist students in consulting online and other resources to learn more about this country, its history, government, culture and geography. Discuss the possible political, social and economic consequences of disrupted agricultural production in Eritrea.

LINKS:
http://www.columbia.edu/cu/libraries/indiv/area/Africa/Erigen.html
http://www.polisci.com/world/nation/ER.htm
http://travel.state.gov/eritrea.html

EDITOR'S NOTE:
pesticide
DDT
Dursban
EPA

chlorpyrifos
Eritrea
humanitarian crisis

DAILY DESK

Editor's Desk: PR Lying

1. What is "PR"? How many PR professionals admit to lying on the job? Do you think that this number is accurate? Why or why not? What are some of the examples given that demonstrate PR lies? Do you think that these are excusable? Why or why not?

2. How much can we trust the messages of public relations professionals, who, in turn, often inform the press? How informed do you think the public is? Do you tend to believe what you hear in the news and on commercials? How could you get at the "real" truth?

3. In the news story, one new PR professional complains, "I can't believe the claims my clients want me to make for their companies." Why do you think that some companies would want their PR firms to lie for them? Can you think of advertisement examples that lie or mislead consumers about their products? Discuss your examples in class and examine the ways in which they are inaccurate.

4. The New York Times poll stated that 60% of those asked believe that lying is sometimes necessary. What about your class? Have students take a poll in which they all answer the questions, "Do you ever lie?" and "Under which circumstances, if any, do you believe that lying is acceptable?" Tally the answers and compare the statistics to those found in PR Week and the New York Times. In class, discuss answers given for circumstances in which students believe that lying is acceptable.

5. Since this is an election year, the candidates spend large sums of money on public relations to build the image that they think the public will choose. Challenge students to look through the suggested websites about political ads and other resources to learn about the making of campaign PR. Ask them to carefully examine newspaper, magazine, radio, or television political ads, analyzing their use of words and of images. Ask: Do you think the ads are honest? Why or why not?

LINKS:
http://www.pbs.org/30secondcandidate/
http://www.pbs.org/pov/ad/index.html
http://advertising.utexas.edu/world/PR.html
http://adage.com/century/

Editor's Desk Extra: Romance Writers

1. Who was Barbara Cartland? How is Shirley Hailstock the "reality" of a romance novelist? What did Ms. Hailstock think of romance writing when she started? How has her view changed?

2. What percent of paperback book sales are romance novels? Does this number surprise you? Explain. In spite of this enormous demand, why is breaking in as a romance writer so difficult? How does Romance Writers of America try to help aspiring novelists in this genre? What are publishers looking for in new romance novels?

3. Students know that romance novels are not the only kinds of books they would find on bookstore shelves, but they may not realize the time and effort that it takes to write any book. Lead a class brainstorming session to generate a list of other types of books that students might see on a visit to their local bookstore, and write the list on the board. Challenge each student to select a genre from the list and consider how he/she would embark upon the task of writing a book in that genre. Students may want to consider any research that would have to be done, in addition to elements of the writing such as plot, characters and character development, setting, etc. How long do students think it would take to write their first books in their chosen fields? Lead students to the realization

that writing a book is a rewarding but time-consuming, thoughtful task.

LINKS:
http://www.writepage.com/romance.htm
http://www.rwanational.com/
http://www.inkspot.com/craft/teaching.html

EDITOR'S NOTE:
public relations
romance novels
genre

WORLDVIEW

Political Front: Vietnam Mentality

1. What did the communist victory in the Vietnam War teach a generation of American military commanders? Who is Barry McCaffrey? What was his role in the Vietnam War? What is his role in the U.S. government now? Describe how General McCaffrey sees the Vietnam War as a "failure."

2. Who is Colin Powell? How did the Vietnam War shape General Powell's military philosophy? What is the doctrine of "decisive force"? How did General Powell use this doctrine in the Persian Gulf War? How did this doctrine cause political problems between General Powell and the Clinton Administration?

3. What does it mean when you hear a military action referred to as "another Vietnam"? Why do you think the act of sending advisers to Colombia to fight drug trafficking, for example, might be perceived by some as another potential Vietnam? What do you think will have to happen in order for the U.S. to move beyond the spectre of Vietnam?

4. According to General Richard Neal, "The development of realistic missions, attainable goals" is something that the U.S. military is more "attuned to" than it was during the Vietnam War. Read this statement to students and discuss its meaning. Then ask students whether or not they agree that U.S. military involvement since Vietnam has been based more on "realistic missions" and "attainable goals." Have students work in groups to research various U.S. military missions since the end of the Vietnam War, including the Persian Gulf War, and U.S.-led operations in Somalia and the Balkans. Share student findings in class discussion. Have each student write a position paper supporting or rejecting General Neal's view.

LINKS:
http://www.cco.caltech.edu/~bosnia/us/us.html
http://sun00781.dn.net/man/crs/94-040.htm
http://members.aol.com/warlibrary/vwhrf.htm

25 Years Later: Vietnam Wheelchairs

1. Who is Ken Behring? Explain why he equates personal mobility with sight and sound. What is his philanthropic crusade? Why does he feel that Americans are indirectly responsible for the plight of these victims? To what other countries has he sent wheelchairs? What is the name of the foundation he will open this month? What is his goal for the first year of the foundation's existence?

2. What is a philanthropist? Can you name any philanthropists? What do you think motivates a person to dedicate time and resources to improve the lives of others? If you had an abundance of time and

resources, to what cause would you donate them? Why?

3. Research indicates that there has been a surge in birth defects in Vietnam over the past 25 years. Estimates vary, but researchers acknowledge that the rates of birth defects in Vietnam far exceed those in other Asian and developing nations. Many say that Agent Orange is to blame. Have students conduct research to learn more about Agent Orange and dioxin and their effects on humans. Have students share their information. What evidence might link Agent Orange to the increased rate of birth defects in Vietnam? Discuss.

LINKS:
http://www.indopubs.com/iri-l-archives/0080.html
http://dns.advnet.net/gdmoore/ao_info1.htm
http://www.fdncenter.org/

Vietnam Monks

1. What did a Vietnamese Buddhist monk do on June 11, 1963 that shocked the world? What was he protesting? What were the consequences of this act? Who was the first to reach the corpse? What did he notice about it? How did the heart become a symbol to many?

2. As we learn in the video, religious freedom is not a component of the communist doctrine. Has anything changed since the fall of Saigon? Challenge students to examine the state of religious freedom in today's Vietnam. Have them work in groups and use the Internet and other resources, including interviewing individuals from Vietnam who now live in the community, to determine whether religious freedom is a part of life in modern Vietnam. Have each group write a formal report of its findings.

LINKS:
http://www.tbhonline.com/cns/9905/990520vietnam_new_decree.htm
http://www.igc.org/hrw/press98/oct/vietnam1019.htm
http://www.vnhrnet.org/english/documents/us_report99.htm

EDITOR'S NOTE:
decisive force
incrementalism
ordinance
dioxin
defoliant
Buddhists
pagoda
martyr

NEWS CHRONICLE

"Campus Balkanization"

1. Why do many of the college students interviewed in the video "self-segregate"? What do you think is the origin of the term "balkanization," and how does it help to explain this phenomenon?

2. According to Beverly Daniel Tatum, what role does identity play in "campus balkanization"? How does organized clustering help some students find their identity or deal with racism? Why are some critical of these student groups? Why do some experts argue that self-segregation is more a matter of perception than a problem? Explain why experts believe it is important to encourage interaction among students of all races.

3. Challenge students to examine the different views on campus balkanization and formulate their

own opinions on the subject. The websites below may offer a starting point for some different views and stimulate class discussion. Do your students think that socializing with one's own ethnic group is a matter of comfort or bias? Do they think that organizations that focus on specific ethnic groups or cultures promote ethnic identity at the expense of diversity? Does campus balkanization exist at their school? After research and discussion, have each student write an essay on campus balkanization and whether he/she believes it poses a threat to diversity.

LINKS:
http://www.inform.umd.edu/diversityweb/Leadersguide/SED/studeseg.html
http://www.inform.umd.edu/diversityweb/Digest/F96/balkanization.html
http://www.tulane.edu/~tuhulla/19960804/equal.html

EDITOR'S NOTE:
self-segregation
diversity
"campus balkanization"

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CNN NEWSROOM Guide

June 12, 2000

Teachers: If you are on our e-mailing list and do not want to receive the Guide over the summer, please address a blank e-mail *from the account that receives the e-mail Guide* to: cnrguide-nomail@lists.turner.com
You will receive a message saying that your mail has been suspended. We will "reactivate" your subscription on Aug. 14th.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 00:30...02:00

Top Story ... 03:00...05:00
Syrians mourn the death of President Hafez al-Assad.

Assad and the Peace Process ... 03:05...08:05
How could the death of Hafez al-Assad impact the Mideast peace process?

DAILY DESK ... 00:30...08:35

Environment Desk ... 02:35...11:10
Many U.S. beaches continue to experience poor water quality.

Turner Website Information ... 00:45...11:55
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:35...12:30

Wild Kingdom ... 04:10...16:40
The world is not yet ready to give endangered species protection to sharks.

One World Habitat: Bahamas Drama ... 04:10...20:50
A new development could impact the economy, culture, politics and environment of the Bahamas.

Inside Asia ... 02:30...23:20
Japanese zookeepers conduct an earthquake drill.

NEWS CHRONICLE ... 00:40...24:00

Arctic Adventure ... 03:10...27:10
A team of Arctic explorers leads a global effort to monitor climate change.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Hafez al-Assad: 1930-2000

1. Who was Hafez al-Assad? What does his name mean? What did he represent to Syrian's citizens and to his friends and foes in governments around the world? How was Hafez al-Assad "an unlikely national leader"?

2. Explain President Assad's role as a Mideast politics "powerbroker." When did he disagree with some of his Arab neighbors? What event demonstrated his cooperation with the U.S.? How did this cooperation benefit his country?

3. What events shaped the Assad Presidency? Have students work in groups to research the historic events that were the backdrop of the Assad Presidency, and share their findings. As a class, create a timeline of Syria under Hafez al-Assad and post the timeline in your classroom. Invite students to speculate as to the future of Syria under the person who will likely become president, Bashar Assad.

4. Almost immediately after word of Hafez al-Assad's death broke, Syria's legislative body changed its country's constitution to lower the minimum age for president from 40 to 34. Challenge students to find out why this was done. (Answer: Because Bashar Assad, son of Hafez al-Assad, is 34.) Compare this to what happens in your country whenever the head of state dies in office. Hafez al-Assad was the elected president of Syria, and his son is likely to be elected to the office next. How would your students classify this political arrangement (i.e., democracy, monarchy, dictatorship), and why? Discuss.

LINKS:
http://www.cnn.com/2000/WORLD/meast/06/11/assad.01/index.html
http://www.moi-syria.com/assad.htm
http://www.arab.net/syria/govt/syria_govt.html
http://www.syrianembassy.org/

Assad and the Peace Process

1. Who is Yasser Arafat? How might President Assad's death affect Yasser Arafat's mindset regarding the peace talks? What do you think one Middle East observer meant when he said that Assad's death was "a reminder to everyone that their biological clocks are ticking"?

2. Who does President Clinton want to invite to a Mideast peace summit? What issues remain to be settled between the Palestinians and Israelis before the September deadline? Who is likely to succeed Hafez al-Assad as Syria's new president? Why is Mr. Clinton concentrating his efforts on the Israelis and Palestinians?

3. Throughout this segment, the importance of time is underscored as a factor in achieving peace in the Middle East. Refer back to the video and generate a class discussion about which key players are under time restraints to produce a peace settlement, and why. Then have students work in groups to create editorial cartoons that illustrate these key players and demonstrate how their "biological clocks" (as well as their "political" clocks) are factors in the Mideast peace process.

LINKS:
http://www.washingtoninstitute.org/pubs/michexec.htm
http://www.vhlisraelwire.com/New/991103/9911033.html
http://www.ahram.org.eg/weekly/2000/463/op3.htm

EDITOR'S NOTE:
Hafez al-Assad
Syria
Camp David
Palestine
Yasser Arafat
Ehud Barak
Bill Clinton
Bashar al-Assad

DAILY DESK

Environment Desk: Clean Beaches

1. How many beach locations did the Environmental Protection Agency find to have poor water quality? What impact has polluted water had on some of these beaches? What is the Clean Beaches Council? What is its role in helping clean up polluted beaches? To what program is it connected?

2. What are some of the causes of water pollution mentioned in the story? Are there additional causes that you have read about or researched? Explain. Do you think the causes and effects of beach area water pollution are self-contained to the beach or spread throughout a larger area? Explain. What steps do you think need to be taken on the local level and in surrounding areas to improve poor water quality?

3. In recent years a new participant has emerged in the debate between developers and conservationists: independent monitoring organizations (IMOs). These nonprofit companies are paid to certify that a product or location is conservation-conscious. For example, the Earth Island Institute, an independent monitoring entity, has had a major effect on the fishing industry and consumer awareness with their Dolphin-Safe Tuna and Turtle-Safe Shrimp certification programs. To better understand the emerging role IMOs play in resolving conservation issues, have your class roleplay community water quality meetings. Working in groups of 4, have your students:
   1. Investigate the 22 point test for clean sand and water instituted by the Clean Beaches Council.
   2. Investigate the overall health of a beach and its accompanying water in their local area.
   3. Assign one of the following roles to each member of the group:
      - an EPA officer
      - a Clean Beaches Council scientist
      - a developer who needs to use the natural resources in the area of the beach
      - a recreational user of the beach
   4. Convene a community meeting to develop a plan to have the local beach certified by the Clean Beaches Council.
   5. At the meeting, discuss the 22 point test and determine areas that might need improvement. Discuss ways to improve those areas and have each member list specific areas they will address before applying for certification.

   Have each group share their experiences and then widen the discussion to consider why non-governmental entities have become involved in areas where there are already state and federal regulatory agencies in place.

LINKS:
http://www.epa.gov/
http://www.surfrider.org/policies/beach_preservation.htm
http://www.nrdc.org/water/oceans/qttw.asp
http://www.nfm-online.com/nfm_backs/Oct_97/turtlesafe.html
http://www.earthisland.org/abouteii/structure.html
http://www.pirg.org/enviro/water/beach97.htm
http://www.logan.k12.nj.us/HomePages/Monico/3127research.htm

EDITOR'S NOTE:
Clean Beaches Council
environmental health
Environmental Protection Agency

WORLDVIEW

Wild Kingdom: Kenya Sharks and Turtles

1. What did delegates to the CITES international convention recently decide in response to concern over endangered sharks? What three shark species were under consideration? According to the video, why were the proposals to protect these species defeated? Why are these species being threatened?

2. How did the CITES delegates react to the issue of trading in sea turtles? What country had asked for the ban on hawksbill turtles to be lifted? Why did Cuba believe it should be allowed to trade in hawksbill turtle products? Why do you think the delegates rejected this argument?

3. Some observers claim that sharks suffer from "a bad public relations image," so they are not likely to receive special protection from conservationist organizations. Do students think the threats against some species of shark are enough to have them declared "endangered"? Have students work in groups to research the threats to sharks, especially the practice of "finning" and its impact on shark populations. Have each group decide whether or not to support a petition to CITES for shark protection. In either case, have the group create a presentation that advocates or rejects special protection for endangered sharks.

   EXTENSION: Have students review lists of endangered species from different organizations. To what extent is an animal species' protection determined by the way humans perceive that animal? Do student think there is a correlation between the animal's "image" and the level of protection it receives? Discuss.

LINKS:
http://pc-212.flmnh.ufl.edu/fish/Organizations/SSG/9Newsletter/shark9news5.htm
http://www.flmnh.ufl.edu/fish/Organizations/SSG/10newsletter/shark10news4.htm
http://www.wcmc.org.uk/CITES/eng/index.shtml
http://www.seaworld.org/Sharks/pageone.html
http://www.letsfindout.com/subjects/underseca/fihturt.html
http://www.turtles.org/library.htm

One World Habitat: Bahamas Drama

1. Locate the Bahamas on a world map. For what are these islands known? What features of these islands attract many tourists each year? What do some government officials and developers want for the area known as Clifton? Why would locals have limited access to this development?

2. Explain why religious, civic and environmental leaders are fighting this project. According to one beach expert, how will the Clifton Canal damage the nearby shoreline? What have archaeologists discovered in Clifton? How are the developers saying they will approach this find? How are local residents responding to the possible development?

3. What company will be developing Clifton? What does it mean when it is said that this company is "an environmentally responsible firm"? If you were living nearby, what would you want the developer to do to prove the extent of this environmental responsibility? Can you think of any

advantages to this development for the locals who live in and around Clifton? For the people of the Bahamas in general? Explain.

4. In the video we learn that archaeologists have recently uncovered remnants of an ancient Lucayan Indian settlement in Clifton. Who were the Lucayans? Have groups of students conduct research to learn more about these native people of the Caribbean and share their findings. How might the settlement findings of the Lucayans and the cultural heritage of the people of the Bahamas best be preserved? Discuss.

5. Development is a fact of life as the human population expands. Has there been commercial, residential or recreational development in your area in recent years? If so, challenge students to evaluate the impact of each development on the community's quality of life from several perspectives. Divide the class into small groups and have each group choose one development to examine. Have the group interview local civic, business, and community leaders to determine how the development has impacted the community's environment, economy and culture. Have each group use this information to determine whether the development has been an overall positive or negative for the community. Have groups share their ideas and information and discuss.

LINKS:
http://www.thebahamasguide.com/
http://www.bahamas.com/
http://www.flmnh.ufl.edu/anthro/Caribarch/natives2.htm

Inside Asia: Earthquake Rhino

1. Why are officials at the Ueno Zoo conducting an earthquake drill? How did the zookeepers add a touch of "realism" to this year's exercise? What other agencies are part of the drill? How do zoo visitors react to the mock earthquake? Why doesn't the zoo use real animals in this training exercise?

2. How do animals react to earthquakes? Some experts say that animals exhibit unusual behavior before earthquakes. In her report "Animals, Earthquakes, and Eruptions" C.J. Anderson cites examples such as zoo animals refusing to go into their shelters, reptiles leaving their underground burrows and agitated insects congregating in huge swarms, all before major earthquakes. Challenge your students to find other examples of unusual animal behavior before or during natural disasters, and share their findings. If any of your students have pets, ask them if their pets can sense danger before it happens, and how they make this known to humans.

LINKS:
http://quake.wr.usgs.gov/more/scifair/lostpets/
http://www.avo.alaska.edu/Input/lahr/taurho/eqeffects/introduction.html
http://gldss7.cr.usgs.gov/neis/general/handouts/animal_behavior.html
http://www.gi.alaska.edu/ScienceForum/ASF2/295.html

EDITOR'S NOTE:
CITES
whale sharks
basking sharks
great white
hawksbill turtles
Lucayan Indian
anesthetic dart
Bahamas

NEWS CHRONICLE

Arctic Adventure

1. What is the mission of the five men and their guides who are traveling across the Arctic? What challenges does the team face? Who else is involved in this effort to monitor the Arctic environment? Why do the scientists want students to see what is happening in the Arctic?

2. What is happening to the Arctic's ice? How could the disappearing sea ice affect the Inuit? Why do you think the Arctic is "one of the most sensitive ecozones in the world"?

3. Challenge your students to investigate other Arctic expeditions throughout history. Assist them in consulting the Internet and other resources to learn more about these expeditions, the individuals who conducted them, and the technology that has made modern exploration more efficient. Share student findings and discuss how the objectives of Arctic exploration have changed over time.

4. How might the changes that are occuring in the Arctic ecosystem impact other parts of the world? Have students work in groups to investigate what is happening to the Arctic ice and its effects on the ecosystem and the indigenous people of the region. Then have each group use its findings to create a "cause and effect" chart where the group predicts the consequences of the changes to the Arctic's ecozone. Share group charts and discuss.

LINKS:
http://www.nlc-bnc.ca/services/earctic1.htm
http://quest.arc.nasa.gov/arctic/
http://www.unmuseum.mus.pa.us/henson.htm
http://www.letsfindout.com/subjects/undersea/idivmove.html

EDITOR'S NOTE:
Arctic Circle
expedition
ecosystem
Panama Canal
Inuit
Northwest Passage

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CNN NEWSROOM Guide

June 13, 2000

Follow the political action this summer with CNN NEWSROOM's Democracy in America series every Tuesday.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 01:30...03:00

Top Story ... 03:00...06:00
Leaders of North and South Korea prepare to begin their historic summit.

DAILY DESK ... 00:45...06:45

Health Desk ... 02:25...09:10
Many people are allergic to mold.

WORLDVIEW ... 00:50...10:00

Strong Bacteria ... 02:05...12:05
Some diseases are becoming drug resistant.

Inside Asia ... 09:35...21:40
Vietnam veterans remember the canine partners who saved their lives.

NEWS CHRONICLE ... 00:30...22:10

Democracy in America ... 03:00...25:10
It's the ultimate political love-hate relationship---politicians and "soft money."

Sports Page: Paralympic Basketball ... 02:20...27:30
U.S. paralympic stars prepare to compete in Sydney.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Summit of the Koreas

1. Where will South Korean President Kim Dae Jung and North Korean leader Kim Jong Il meet? How did North Korea become the object of suspicion among other nations? In spite of North

Korea's nuclear capabilities, what policy did South Korea's president pursue with his neighbors to the North? What is "engagement"? Why do you think Kim Dae Jung chose this method of dealing with North Korea?

2. How could a successful summit benefit North Korea? With what crisis is the country currently dealing? Who might be able to help North Korea with its famine? How could a successful summit also lay the groundwork for an easing of military tension in the region?

3. What is the source of the tension between North and South Korea? Have students work in groups to research the contemporary history of these two countries and the political events that precipitated war between them. Share group findings. Discuss the reasons why this summit is so historically significant.

LINKS:
http://www.cnn.com/SPECIALS/2000/korea/story/economy/
http://www.cnn.com/SPECIALS/2000/korea/story/leader/
http://www.encyclopedia.com/articles/07052.html
http://www.koreanhistoryproject.org/

EDITOR'S NOTE:
North Korea
South Korea
Kim Jung Il
Kim Dae Jung
Pyongyang
38th Parallel
communism
engagement

DAILY DESK

Health Desk: Mold Menace

1. What is an allergy? What is mold? Where does mold grow? What type of allergic reactions are associated with mold? What is "sick building syndrome"? What can people do to prevent and manage mold allergies?

2. Do you suffer from allergies? If so, explain how allergies impact your health and lifestyle. What do you do to manage your allergy symptoms?

3. Inform your class that "approximately 50 million Americans suffer from some form of allergic disease." Then refer groups of students to the websites below to learn about the origin, symptoms, and treatments of different allergies. After groups present their information, help your class create a chart that lists the different allergic reactions according to their severity. Have students include information about how to recognize and respond to these different types of allergic reactions.

LINKS:
http://www.niaid.nih.gov/publications/allergens/full.htm
http://www.cnn.com/2000/HEALTH/05/05/toxic.mold.ap/index.html
http://www.aaaai.org/misc/topicofthemonth/0200.stm
http://www.niaid.nih.gov/publications/allergens/mold.htm
http://www.callergy.net/mold.htm
http://mayohealth.org/mayo/9806/htm/mold.htm
http://www.dcbs.umn.edu/fungus/myco.html

EDITOR'S NOTE:
toxic mold
allergies
sick building syndrome

WORLDVIEW

Strong Bacteria

1. What is the World Health Organization? What does it mean for bacteria to be drug resistant? Name some drug resistant diseases. What are some of the reasons that these illnesses have become resistant to drugs? How is this phenomenon affecting the world's population? What are some of the ways in which the drug resistant strains are spreading?

2. Have you ever been prescribed antibiotics to treat an illness? If yes, how many times would you say you have been treated with this kind of drug? Was it effective? Why do you think it was or was not? Have you ever been treated with one antibiotic, then switched to another because the first was not helpful? Have you ever stopped taking an antibiotic once you felt better, even though you were told to finish the prescription? Why do you think it is important to take the whole prescription?

3. Direct students each to research a disease that has become drug resistant. Each report should include the following:
   - The name of the disease and its effects
   - The incidence of the disease and areas in which it is found
   - Drugs commonly used to treat it
   - Current research and/or prevention methods being used to restrain the bacteria.

   Ask students to create posters about the diseases they research that will inform their peers about the health threat and prevention strategies.

4. Invite a health professional to speak to your class about bacteria-induced diseases and their treatment and prevention, focusing on those diseases that have become resistant to medication.

LINKS:
http://www.cdc.gov/incidod/ncidre.htm
http://www.infinity2.net/CDC.html
http://www.mayohealth.org/mayo/9710/htm/anti_1sb.htm
http://www.tennessean.com/health/stories/98/trends/0507.htm
http://www.who.int/

Inside Asia: Dogs of War

1. How many American dogs served in the Vietnam War? What were the dogs' responsibilities? Describe the relationship between the dogs and their handlers. How many scout dogs died in combat? How many dogs were allowed to return to the U.S. after the war? How did the Vietnam dog handlers feel about this decision? Why?

2. What was the official U.S. policy on bringing the combat dogs back to America? Do you agree with this policy? Why or why not? What political factors may have caused so many combat dogs to have been left behind in Vietnam? Do you think these dogs should have been returned after the Vietnam War? Explain.

3. According to the video, "the story of the Vietnam War dogs became one more secret never talked about by many Vietnam veterans." What is the meaning of this statement? Why do you think the Vietnam veterans were reluctant to talk about the dogs?

4. What is a war hero? Do you think the war dogs deserve to be honored like other American war heroes? Why or why not? Why do you think it has taken 30 years for Vietnam veterans to establish a memorial for the war dogs? What impact do you think this memorial will have on the veteran dog handlers and on the public? Have small groups of students conduct additional research to learn more about the use of dogs during the Vietnam War. Then challenge the groups to design their own memorials to commemorate the efforts of the war dogs and their handlers. Have students share their designs and discuss.

5. Have students research newspapers, periodicals and online resources to learn how animals have been used to enhance the quality of life for humans. Group students. Have each group prepare a presentation about the use of animals in the areas of space exploration, medical research, police work, and aiding the disabled. Why was the animal chosen to carry out its specific task? What usually happens to the animal once it has completed its task?

LINKS:
http://www.vdhaonline.org/
http://www.vdhaonline.org/wardogfilm.htm
http://www.teachvietnam.org/
http://cnn.com/SPECIALS/cold.war/episodes/11/
http://www.encyclopedia.com/articles/03749.html
http://www.vietvet.org/

EDITOR'S NOTE:
World Health Organization
antibiotics
resistance
drug resistant
scout dogs
Viet Cong
trip wire
euthanized

NEWS CHRONICLE

Democracy in America: "Soft Money"

1. What is "soft money"? Why do politicians both "love" and "hate" it? According to Federal Election Commission data, how does Republican and Democratic soft money from January 1, 1999 through March 31, 2000, compare to the amount of soft money raised in the same period in 1995-96? Why do you think there has been such a dramatic increase?

2. How did the Democrats' aggressive fundraising efforts call attention to the soft money loophole? Who was helping to finance President Clinton's reelection campaign? Do you think international interests should be allowed to make presidential campaign contributions in the U.S.? Why/why not? How did the 1996 fundraising controversy affect Vice President Al Gore? Do you think this will cause any image problems for him in his own presidential bid? Explain.

3. What was the object of the McCain-Feingold Bill? Why do you think it wasn't passed? What are "issue ads"? Why do you think soft money is used to pay for "issue ads"?

4. How and why does federal law limit the amount of money that individuals and organizations can donate to candidates? Have students conduct research into campaign contribution limits. Assist students also in learning more about the groups that attempt to influence public policy, such as lobbyists, PACs, special interest groups, and the like. In class discussion, cite the specific limits on "hard money" and discuss why many individuals and groups choose to donate soft money to

political parties instead.

5. Should soft money be banned? Proponents of soft money argue that it is a form of freedom of speech, while opponents point out the inherent danger in a resourceful person's (or group's) ability to "buy" a candidate. What do students think? Have them conduct research and write opinion papers in support of or opposition to soft money.

LINKS:
http://www.commoncause.org/publications/aug99/080599.htm
http://www.heritage.org/library/categories/govern/bg1130.html
http://www.opensecrets.org/parties/softsearch_2000.htm
http://www.pioneerplanet.com/archive/campfinance/dox/camp5.htm

Sports Page: Paralympic Basketball

1. Who can play on a paralympic team? Describe the scenes of paralympic basketball. What adjectives come to mind as you watch this sport? What kinds of individuals do you think it takes to be good team players in this sport? How do these traits compare to those needed by "regular" players?

2. How did some of the players on the U.S. team come to be disabled? Describe their attitudes, and compare them to the attitudes of athletes you know or typical athletes on professional teams. Why do you think that the paralympic players receive less media attention than big league or other Olympic players and sports? Do you think that they should receive more attention? Explain.

3. Invite a paralympic or Special Olympian athlete or coach to speak to your class about the challenges, goals, and successes of being on an athletic team. If possible, challenge students to volunteer to help at a game, a practice or a meet. Have them write journal entries about their experience and what they learn from it.

4. Have each student choose an aspect of paralympics to write about. A student could choose as his/her focus, for example, an individual athlete, the organizations supporting paralympics, a paralympic sport, or medical/technological breakthroughs. Ask each student to include a reflection at the conclusion of the report that explores his/her own feelings about life as a paraplegic and what he/she could do to raise others' awareness, sensitivity and support for these individuals.

LINKS:
http://www.paralympic.org.au/
http://www.paralympic.org/
http://www.tourhosts.com.au/paralympics/

EDITOR'S NOTE:
"soft money"
Federal Election Commission
loophole
McCain-Feingold Bill
paralympics
clutch situation
adrenaline
spinal meningitis

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CNN NEWSROOM Guide

June 14, 2000

Don't forget: CNN NEWSROOM and the Daily Guide are here for you, year 'round. Archive this summer's programs and guides to bring your students up-to-date on news events this fall.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:40...02:15

Top Story ... 05:00...07:15
CNN NEWSROOM profiles presidents Kim Dae Jung and Kim Jong Il.

DAILY DESK ... 00:35...07:50

Business Desk ... 02:30...10:20
The New Economy has ushered in a shortage of qualified technical workers.

Business Desk Extra: Visa-MasterCard Antitrust ... 02:35...12:55
The U.S. Justice Department files an antitrust suit against Visa and MasterCard.

Turner Website Information ... 00:45...13:40
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:45...14:25

Taking Care of Business ... 03:30...17:55
Sapphires provide hope for the people of Madagascar.

Inside Africa ... 03:40...21:35
Britain takes action to stop the trade of African "blood diamonds."

Culture Watch ... 02:50...24:25
Cambodia's cultural relics are being stolen.

NEWS CHRONICLE ... 00:45...25:10

After the Bell: Scholarships ... 02:20...27:30
Scholarships are a good way to help finance a college education.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Summit of the Koreas

1. Who are Kim Dae Jung and Kim Jong Il? How do the political systems of North and South Korea differ? What is the status of the relationship between these two nations? What is the goal of the Korean summit?

2. When and under what circumstances did Kim Jong Il become president of North Korea? Why is Kim Jong Il considered an enigma to most of the outside world? What challenges has Kim Jong Il encountered since he became president of North Korea? Divide your class into three groups. Refer each group to multimedia resources to research the recent history and current status of either North Korea's economy, famine, or nuclear missile program. After students share their information, discuss how the summit might impact these issues.

3. Have groups of students research the political systems of North and South Korea and prepare side-by-side comparisons in the form of charts or narratives. As a class, discuss how each political system has created an economy that has either prospered or failed its citizens. Do you think Kim Jong Il should institute market-style reforms in North Korea? Why or why not?

4. According to some people, North Korean society "resembles a religious cult more than a country." What is the meaning of this statement? Do you agree? Why or why not? Support your position with fact.

5. In your opinion, which of Kim Dae Jung's personal and professional experiences have contributed to his success as president of South Korea? Why do you think conservative forces in South Korea criticize President Kim Dae Jung's "sunshine policy"? Why do you think President Kim Dae Jung is sometimes referred to as "the Nelson Mandela of Asia"? Do you think the summit will impact the future of Mr. Kim Dae Jung's presidency? Explain.

6. Divide your class into small groups. Have each group prepare an oral biography about either President Kim Dae Jung or President Kim Jong Il. Instruct each group to identify how the president was influenced by his culture and the politics of the time. Have students consider how Kim Dae Jung and Kim Jong Il's experiences may have influenced their political objectives and leadership styles. After groups share their findings, direct each student to write a paper that addresses the following questions: What are the similarities and differences between Kim Dae Jung and Kim Jong Il? Do you think they are good political leaders? Have students share their reports and discuss.

   EXTENSION: Have students work in groups to learn more about the Korean War, including its origins and America's involvement. Share student findings. What was the Cold War? How was this conflict representative of the Cold War? What issues of the Cold War remain for the two Koreas to address? Discuss. Do you think President Kim Dae Jung and President Kim Jong Il can resolve these issues? Explain.

LINKS:
http://www.cnn.com/2000/ASIANOW/east/06/13/korea.summit.03/index.html
http://www.cnn.com/SPECIALS/2000/korea/
http://www.cnn.com/SPECIALS/2000/korea/story/leader/
http://www.emulateme.com/koreasouth.htm
http://www.odci.gov/cia/publications/factbook/kn.html
http://darkwing.uoregon.edu/~felsing/kstuff/nkgov.html
http://www.koreanhistoryproject.org/

EDITOR'S NOTE:
enigma
propaganda

market-style
sunshine policy
Kwangju uprising
Kim Jung Il
Kim Dae Jung
Korea

DAILY DESK

Business Desk: E-labor Crisis

1. What do people mean when they speak of the "New Economy"? How has the New Economy created new employment opportunities? According to the video, how has the workplace balance of power shifted in the New Economy?

2. How does the website hotjobs.com work? What is the turnaround time for many who are looking for jobs on this site? What are companies like Lycos doing to keep employees from leaving?

3. Generate a class discussion of how this story illustrates, in terms of human resources, the principle of supply and demand. Ask: If demand for skilled workers is high and the supply of these workers is low, how does this benefit workers? How is it a problem for employers? Discuss what would happen if there were suddenly a glut of qualified technical workers.

4. How has the U.S. economy changed throughout its history? How have these changes mandated new training and education for prospective workers? Divide the class into groups, and have each group choose a period in U.S. history. Direct each group to research information about the U.S. economy in that time period: What kind of economy was it (i.e., agriculture-based, service-based)? What events of that period shaped the economy? What political and social factors influenced the economic trends of the time? What new skills and education were necessary to survive in this economy? Have groups present their findings in chronological order. Discuss how technology has made new worker skills and education mandatory for personal financial success in the 21st century.

LINKS:
http://csu3.spcomm.uiuc.edu/courses/global/computing/labor2.html
http://www.seattletimes.com/news/business/html98/kcol_111498.html
http://www.zdnet.com/eweek/stories/general/0,11011,310897,00.html
http://hotwired.lycos.com/special/ene/
http://hotwired.lycos.com/special/ene/index.html?nav=part_three&word=new_econ
http://cnnfn.com/2000/05/24/career/q_jobskills/
http://www.neweconomyindex.org/introduction.html

Business Desk Extra: Visa-MasterCard Antitrust

1. What is a "duopoly"? What percentage of the American banking card industry is controlled by Visa and MasterCard? Why has the U.S. Justice Department filed an antitrust lawsuit against Visa and MasterCard?

2. To help your class understand how credit cards work have students consult different banks to find out which credit cards they offer, and the interest rate and repayment rate of each card. After students present their findings, have them discuss whether or not consumers should be concerned about a duopoly in the credit card business.

LINKS:
http://cnnfn.com/2000/06/12/companies/visa/
http://stage.bankrate.com/qfn/rate/cc_home.asp
http://www.usdoj.gov/

http://www.visa.com/
http://www.mastercard.com/

EDITOR'S NOTE:
search engine
balance of power
Nasdaq
duopoly
member banks

WORLDVIEW

Taking Care of Business: Madagascar Sapphires

1. Where is Madagascar located? How has Madagascar been affected by natural disaster in recent years? What is the state of Madagascar's economy and infrastructure? Why are people migrating to Madagascar? What are the potential personal risks and benefits of digging for sapphires in Madagascar?

2. Refer students to online resources to learn about the business of sapphire mining. Have students create a flow chart that depicts the process of how sapphires from Madagascar go from the ground to the jewelers, the people involved in the process, and how profits are derived. Have students discuss whether or not digging for sapphires is a worthwhile venture. Then direct each student to write a letter to the president of Madagascar outlining how the government could better regulate sapphire mining.

3. In the video, the current status of sapphire mining in Madagascar is compared to the California gold rush of the 1800s. Direct students to library resources and the last two websites below to learn about the history and impact of the California gold rush. Then, have students compare and contrast this event to the current status of sapphire mining in Madagascar. After students present their findings discuss whether or not the sapphire rush will stabilize Madagascar's economy and infrastructure.

LINKS:
http://www.odci.gov/cia/publications/factbook/ma.html
http://elvis.signalnet.net/cgi-bin/ans_select_handler.cgi?go_select0=east%2Fmadagascar
http://www.africanews.org/east/madagascar/stories/20000601/20000601_feat1.html
http://www.gemstone.org/sapphire.html
http://www.looksmart.com/eus1/eus317836/eus317916/eus559898/eus559899/eus559927/eus559931/eus
http://ceres.ca.gov/ceres/calweb/geology/goldrush.html
http://www.lib.berkeley.edu/BANC/Exhibits/Goldrush/introduction.html

Inside Africa: Sierre Leone Diamonds

1. Locate Sierre Leone on a world map. Why have diamonds become a curse rather than a blessing for the people of Sierre Leone? Which political factions are involved in Sierre Leone's civil war?

2. Why did the United Nations outlaw diamond purchases from the Revolutionary United Front (RUF) and other rebel fighters? In your opinion, has the U.N. embargo been effective? Explain. How have the RUF rebels violated the 1999 Lome accord? What other nations are involved in the sale of "blood diamonds"? How is the British government attempting to stop the blood diamond trade?

3. Divide your class into four groups. Have each group prepare a presentation about the history and

impact of the war in one of the following African countries: Sierra Leone, the Democratic Republic of Congo, Angola or Liberia. Have each group identify the role of diamonds in the conflict. Following the presentations, have each student write an essay in response to one of the following three questions:

1. Does the diamond industry, as a whole, contribute to these conflicts? If so, how?
2. What can the diamond industry and the international community do to help stop the violence in these countries?
3. Will stopping the trade of blood diamonds end the wars in these African nations?

Have students share their essays and discuss.

LINKS:
http://www.cnn.com/2000/WORLD/africa/05/24/sierra.leone/
http://www.cnn.com/2000/WORLD/africa/01/12/africa.diamonds/
http://www.oneworld.org/globalwitness/reports/Angola/role.htm
http://www.un.org/
http://www.sierra-leone.gov.sl/peace_agreement.htm
http://infoplease.lycos.com/countries.html

Culture Watch: Cambodian Stolen Relics

1. Why are the temples and sculptures in Cambodia being looted? Who is stealing these artifacts? Who is responsible for protecting Cambodia's monuments? What events occurred during this century that have jeopardized the preservation of these monuments? Why is there a market for stolen artifacts? What is the United Nations Education and Social Organization (UNESCO) doing to address this problem?

2. Have students research the history of Cambodia and Angkor. According to UNESCO, Angkor is the largest archeological project in Asia. Why is Angkor the focus of such attention? What do the temples and sculptures of Angkor reveal about the history and culture of Cambodia? Do you think it is important to preserve these artifacts? Why or why not? To what extent do you think the economic situation in Cambodia contributes to the looting of the nation's relics? Do you think strengthening Cambodia's economy would stop the looting? Why or why not?

3. As a class, have students brainstorm a list of monuments that reflect their civilization. Divide the class into groups and have each group research and prepare an oral report about one of the monuments. Have students identify when the monument was created, why it was created and who created it. Have students discuss what the monument represents and what it reveals about their civilization.

LINKS:
http://www.informationplease.com/ipa/A0107378.shtml
http://www.unesco.org/
http://sgwww.epfl.ch/BERGER/Angkor/Sculptures_eng/
http://coombs.anu.edu.au/WWWVL-AsianStudies.html
http://www.cnn.com/2000/STYLE/arts/04/25/cambodia.relics/

EDITOR'S NOTE:
Khmer
connoisseur
Madagascar
Cambodia
Sierra Leone

NEWS CHRONICLE

After the Bell: Scholarships

1. What are some of the ways that students pay the cost of attending college? What are the differences between scholarships, grants, work-study programs, and loans?

2. What are some of the different types of college scholarships? How can students find out about the availability of college scholarships? What do you think students should do to increase their chances of winning college scholarships?

3. Assist students in learning more about opportunities for student financial aid. Divide the class into four groups, and have each choose to research one of the following: scholarships, grants, work-study programs, or loans. Direct each group to contact a local college or university to gather information on specific opportunities for financial aid within its chosen category. Groups may also wish to consult with counselors and private benefactors and lenders as resources. Have each group make a formal presentation of its findings and discuss the benefits and drawbacks of each kind of financial aid.

LINKS:
http://www.winscholarships.com/
http://cslf.com/
http://www.adventuresineducation.org/
http://cbweb1.collegeboard.org/finaid/fastud/html/fincalc/fcintro.html
http://www.ed.gov/offices/OPE/DirectLoan/
http://www.salliemae.com/

EDITOR'S NOTE:
extracurricular
vocational
college
scholarship

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CNN NEWSROOM Guide

June 15, 2000

Stay with CNN NEWSROOM and the Daily Guide for coverage of this summer's political party conventions. Tape the programs and archive the Guides for use this fall.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT ..PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 00:50...02:20

Top Story ... 02:45...05:05
Korean leaders sign a historic agreement.

In the Headlines ... 02:35...07:40
A retired U.S. Army Reserve colonel is accused of espionage.

DAILY DESK ... 00:35...08:15

Science Desk ... 02:35...10:50
A new laser can speed up the Internet's long distance traffic.

Science Desk Extra: Virtual People ... 02:15...13:05
NASA introduces a new type of virtual reality technology.

WORLDVIEW ... 00:40...13:45

Top of the World ... 02:40...16:25
Drought threatens the existence of Iran's Qashquai nomads.

Around the World ... 02:50...19:15
Auction houses are being accused of selling stolen Chinese antiques.

Culture Watch ... 02:30...21:45
A collection of Japanese art is on display at the Metropolitan Museum of Art.

Artistry in Action ... 02:30...24:15
Thailand's Buddhist monks are devoted to soccer.

NEWS CHRONICLE ... 00:40...24:55

Our World ... 02:35...27:30
Violence takes a toll on high school students in Washington, D.C.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Summit of the Koreas

1. Who are Kim Dae Jung and Kim Jong Il? Where did the Korean summit take place? Why was this summit historically significant? How do North and South Korea stand to benefit from their recent agreement?

2. Do you think peace can be achieved in Korea? Why or why not? If so, how? Will additional measures need to be taken for peace to occur? Explain. Do you think the international community will play a role in the peace process? If so, how?

3. Do you think this summit and the resulting agreement will lift some of the animosity and distrust that has characterized relations between North and South Korea since they split in 1948? Why or why not? Do you think North and South Korea should conduct a second summit in Seoul? Why or why not? What would be the political significance of such a meeting?

4. Have students review the origin and consequences of the Korean War, including its impact on the Korean people. Then have each student draw upon his/her research to write a fictional account of what life might have been like for a child growing-up in either North or South Korea during the war. Instruct students to write about the social, economic, and cultural effects of the war, and how the political division of the country affected his/her character. After students share their stories, ask: How do you think reunification would impact the Korean people? Do you support the idea of reunification? Why or why not?

LINKS:
http://www.cnn.com/2000/ASIANOW/east/06/14/korea.summit.04/index.html
http://www.cnn.com/SPECIALS/2000/korea/
http://www.emulateme.com/koreasouth.htm
http://www.odci.gov/cia/publications/factbook/kn.html
http://darkwing.uoregon.edu/~felsing/kstuff/nkgov.html
http://www.koreanhistoryproject.org/

In the Headlines: Spy Arrest

1. Who is George Trofimoff? Of what crime has he been charged? How long had Mr. Trofimoff been spying for the Soviet Union? How was he recruited? What type of information did Mr. Trofimoff pass on to the KGB? Why do you think people engage in espionage?

2. How was Mr. Trofimoff caught? What could happen to Mr. Trofimoff if he is found guilty? Do you think this would be a fair consequence? Why or why not?

3. Direct students to multimedia resources, including the websites below, to identify current U.S. security issues and the state of the country's national security. Have students share their information and discuss the following questions: Do you think the U.S. should improve national security? Why or why not? If so, how? Are you concerned about your safety at home and abroad? Explain.

4. What was the Cold War? What role did espionage play in the Cold War? Group students. Assist each group in locating information about the role of espionage in the Cold War. Have each group prepare a presentation about an aspect of Cold War espionage, such as the KGB, the CIA, the John Walker spy ring, or the case of Julius and Ethel Rosenberg. Following the group presentations, as a class, discuss whether or not intelligence played a role in winning the Cold War.

LINKS:

http://www.dtic.mil/dodsi/researc2.html
http://www.cia.gov/csi/books/17240/art-2.html
http://www.cnn.com/SPECIALS/cold.war/
http://www.cnn.com/SPECIALS/cold.war/episodes/21/interviews/kalugin/

EDITOR'S NOTE:
communique
reunification
Korea
KGB
Army Reserve
indictment
national security

DAILY DESK

Science Desk: Fiber Optic Leap

1. What kind of information is the new laser designed to carry? How does it work? In what way is it an improvement over past lasers used with fiber optic cables? What effect does the laser mentioned in the story have on the speed and volume of information transfer? Why do you think this is a significant advance?

2. How often does the number of Internet users double? How do you think the increase in traffic affects the overall speed of information flow on the Internet? Why do you think scientists are focusing on long distance communications? Do you think there is a faster method of information transfer than lasers in glass tubing? Explain. What speed boundary have scientists approached? What do you believe Internet based communications will be like 35 years into the future?

3. This story concerns one of many Internet innovations created since the Internet's inception. To better understand what led to this innovation, have your students create a timeline of Internet innovations. Working in small groups have students:
   1. Research the Internet to find out how and when it was created.
   2. Investigate significant advances in Internet technology. Be sure to investigate the following terms:
      - analog
      - digital
      - broadband
      - coaxial cable
      - fiber optic cable
   3. Create a timeline of significant Internet advances. List the innovations on the back of the timeline in the order in which they occurred, along with a brief explanation of what it is and why it is significant.

   Have each group present its timeline to the class. Discuss how speed increase (or decrease in download times) has changed the public's perception and use of the Internet. Then have students describe what they think the next Internet innovation will be and how it will be developed.

LINKS:
http://www.fht-esslingen.de/telehistory/indexhaupt.html
http://www.isoc.org/internet-history/
http://www.cclab.com/200Year.htm
http://www.digitalcentury.com/encyclo/update/comp_hd.html
http://www.zdnet.com/pcmag/pclabs/nettools/1711/tools1.html
http://www.pbs.org/internet/timeline/
http://www.arcelect.com/fibercable.htm

Science Desk Extra: Virtual People

1. What is virtual reality? What new virtual reality technology has NASA developed? How is this technology different from other types of virtual reality technology?

2. According to Jerry Ruddle, vice president of sales and marketing at Graphco Technologies, Inc., "Digital Personnel is next-generation technology...It will enable us to provide virtual personnel for commercial applications in numerous markets." Challenge small groups of students to think of different commercial applications for this human-machine interface technology, such as video telephones, broadcasting, distance learning, web-based customer service, video games, and motion pictures. After each group presents its ideas, have students identify the potential benefits and drawbacks of each application.

LINKS:
http://www.jpl.nasa.gov/
http://www.jpl.nasa.gov/releases/2000/digitalperson.html
http://www.grc.nasa.gov/WWW/MAELVRSTATION/about-vr/vrinfo-r.htm
http://www.graphcotech.com/html/gtecfrmeset.html

EDITOR'S NOTE:
fiber optic cables
laser
Nobel laureate
virtual reality
applications
video telephones
NASA

WORLDVIEW

Top of the World: Iran Drought

1. How has Iran been affected by the recent drought? Who are the Qashquai? Why is the Qashquai's existence in jeopardy? What is the government of Iran doing to address the socioeconomic problems that have been caused by the drought?

2. What will become of the Qashquai if they are no longer able to maintain their way of life? Do you think it is important to preserve and protect the Qashquai's nomadic existence? Why or why not?

3. Have students refer to the websites below to learn more about the Qashquai, the drought, and what the Iranian government and the international community are doing to help the people of Iran. After students share their findings, have each student write a letter to the president of their country summarizing the impact of the drought and what their country might do to help the citizens of Iran, including the Qashquai.

LINKS:
http://www.cnn.com/2000/FOOD/news/05/30/food.iran.barley.reut/index.html
http://lab2.cc.wmich.edu/zagarell/tribal.htm
http://www.reliefweb.int/w/rwb.nsf/vLND/D16DCC6179CD5FA3C12568DD0006186987?OpenDocument
http://www.websites.noaa.gov/guide/sciences/atmo/drought.html

Around the World: Chinese Auction

1. Why are Hong Kong activists upset with the Christie's auction house? What is the origin of the antiques that are in question? Why has this dispute become a "political hot potato"? How do you think the Chinese feel about having looted relics auctioned on Chinese soil? Do these actions go

against the principles of communism? Explain.

2. How has Christie's responded to the situation? Who stands to profit from the auction of the Chinese antiques? Why do you think people steal and trade cultural artifacts? Do you think auction houses, such as Christie's, should be allowed to auction stolen artifacts? Why or why not?

3. Direct students to multimedia resources, including the websites below, to research the history of the looting and trading of cultural property throughout the world. Group students. Have each group identify how an international institution as the International Council of Museums, the United Nations Educational, Scientific and Cultural Organization, or Interpol is working to stop such thefts. Have each group analyze the impact of the agency and whether or not its efforts are effective. After groups share their information, have students write position papers about whether or not it is possible to stop the looting and trading of stolen cultural artifacts. Have students share their papers and discuss.

LINKS:
http://www.cnn.com/ASIANOW/asiaweek/magazine/2000/0519/as.auctions.html
http://www.cnn.com/ASIANOW/asiaweek/magazine/2000/0526/edit2.html
http://www.christies.com/
http://ca.yahoo.com/Arts/Art_History/Stolen_and_Looted_Art
http://palimpsest.stanford.edu/icom/
http://www.interpol.int/
http://www.unesco.org/

Culture Watch: Japanese Art Exhibit

1. Who is Mary Griggs Burke? What museum is displaying Ms. Burke's collection of Japanese art? What type of Japanese art is being displayed at the Metropolitan Museum of Art (MET)? Why is Ms. Burke's collection unusual and significant?

2. Direct students to the websites below to learn more about the MET's Mary Griggs Burke Collection exhibit. Divide your class into small groups. Have each group select and print one of the pieces of art from the online exhibit. Instruct each group to prepare a presentation about the artifact and what it reveals about the history, culture, and art of Japan.

LINKS:
http://www.metmuseum.org/special/se_event.asp?OccurrenceId={A238C1A8-B848-11D3-936D-0090277
http://www.metmuseum.org/special/burke/burke_more.htm
http://www.cir.ucf.edu/wm/paint/tl/japan/

Artistry in Action: Monks Soccer

1. What is Buddhism? What are monks? What are some of the monks' daily rituals? To what sport are the Thai monks devoted? How do the monks express their devotion to the sport? Why do the Thai monks have a statue of David Beckham?

2. Research the history and lifestyle of Thailand's Buddhist monks. Have students identify ways that the monks have been influenced by modern culture. As a class, discuss whether or not these modern influences have enhanced the lives of the Buddhist monks. Ask students: Do you think the monks will be able to maintain their ancient traditions and identity in the face of modernism?

3. Remind students that the gilded statue of the David Beckham is the centerpiece among hundreds of Buddhist icons surrounding the main Buddha image in the temple. Then ask students: What is an icon? What are the similarities and differences between the monks' reverence for Buddha and their reverence for soccer? Following the discussion, have each student write a position paper about whether or not he/she thinks the monks' reverence for soccer is appropriate.

LINKS:
http://www.asia-discovery.com/thai_Buddhism.htm
http://buddhism.miningco.com/
http://www.the-cup.com/frameset.html
http://search.about.com/fullsearch.htm?terms=World+Cup+Soccer&Site=home&SUName=home&TopN

EDITOR'S NOTE:
nomads
icons
Iran
China
Thailand
Japan

NEWS CHRONICLE

Our World: Ballou High School

1. Where is Ballou High School located? How many students from Ballou High School have been murdered during the past decade? How have these murders impacted the staff and students at the school?

2. Inform students that "as in the rest of the U.S., violent crime has been falling in Washington, D.C., but the problem of gun violence remains." Since the beginning of the academic year, at least 17 children in Washington, D.C. have been killed by gunfire, which is more than the number killed in the Columbine High School massacre in Littleton, Colorado. Will imposing stricter gun control laws will stop gun violence? Refer students to the links below to learn about the pros and cons of gun control legislation. Then have students debate the following resolution: Access to firearms should not be limited.

3. Last April, during a ceremony commemorating the shooting at Columbine High School, President Clinton stated, "We must continue to honor (the students') memory and your courage by resolving to make America a safer place for all of our children." Refer groups of students to library and Internet resources, including the websites below, to identify different ways to improve the safety of your school and community. Have each group write a letter to the principal of your school or to a local government official that describes the group's ideas for making its school or community a safer place. Have students share their letters and discuss.

LINKS:
http://www.cnn.com/2000/US/04/27/dc.gun.toll/
http://www.nssf.org/
http://whyfiles.news.wisc.edu/065school_violence/
http://www.cdc.gov/ncipc/dvp/yvpt/yvpt.htm
http://www.time.com/time/daily/special/denvershooting/
http://www.cnn.com/SPECIALS/1998/schools/gun.control/
http://www.orst.edu/dept/eli/bookmark/sample.html

EDITOR'S NOTE:
Washington, D.C.
violence
guns

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CNN NEWSROOM Guide

June 16, 2000

Teachers: If you are on our e-mailing list and do not want to receive the Guide over the summer, please address a blank e-mail *from the account that receives the e-mail Guide* to: cnrguide-nomail@lists.turner.com You will receive a message saying that your mail has been suspended. We will "reactivate" your subscription on Aug. 14th.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 00:40...02:10

Top Story ... 03:50...06:00
A historic pact could lead to reconciliation between North and South Korea.

DAILY DESK ... 00:30...06:30

Editor's Desk ... 02:30...09:00
Companies use consumer-owned cars to advertise their products.

WORLDVIEW ... 00:30...09:30

Around the World ... 11:20...20:50
A collection of soldiers' personal letters provides insights into the history of war.

NEWS CHRONICLE ... 00:40...21:30

MP3 Update ... 03:15...24:45
MP3.com settles a lawsuit with BGM Entertainment and the Warner Music Group.

Turner Website Information ... 00:45...25:30
Information on the CNN NEWSROOM Daily Classroom Guide

Student Bureau ... 02:00...27:30
High school students are helping Habitat for Humanity build houses in Georgia.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Summit of the Koreas

1. What was the goal of the Korean summit? Why was the summit historically significant? What was the climax of the summit? How do North and South Korea stand to benefit from their recent agreement? Do you think opening North Korea will produce meaningful economic, political, and social reforms? Why or why not?

2. When and why did Korea become divided? How do the political systems of North and South Korea differ? Describe the relationship between North and South Korea during the last 50 years. Why do you think it took so long for North and South Korea to have a summit?

3. Who is Kim Jong Il? How might this summit have changed the international community's impression of President Kim Jong Il? What economic, environmental, and political issues continue to pose problems for North Korea? In your opinion, will the summit help resolve these issues? Explain. What type of assistance did the U.S. agree to provide North Korea? Do you support this decision? Why or why not?

4. How have many South Koreans responded to the agreement? What political issues remain unresolved? Do you think reunification will be achieved? Explain. What do you think will be the most challenging aspects of reunifying North and South Korea?

5. How has the international community responded to North and South Korea's agreement to work towards reconciliation? Group students. Have each group consult online, broadcast, and print resources to learn how a nation, such as the U.S., Russia, China, Japan or Taiwan is responding to the agreement between the two Koreas. After each group presents its information, have students consider what role, if any, the international community will have during North and South Korea's reconciliation process.

LINKS:
http://www.cnn.com/2000/ASIANOW/east/06/15/korea.summit.reax/index.html
http://www.cnn.com/2000/ASIANOW/east/06/15/us.korea.02/index.html#2
http://www.cnn.com/2000/ASIANOW/east/06/15/bc.markets.korea.reut/
http://www.cnn.com/2000/ASIANOW/east/06/15/korea.taiwan.ap/
http://www.cnn.com/SPECIALS/2000/korea/
http://darkwing.uoregon.edu/~felsing/kstuff/nkgov.html
http://www.koreanhistoryproject.org/

EDITOR'S NOTE:
reconciliation
economic cooperation
vindication
Korea
summit

DAILY DESK

Editor's Desk: Drive Your Own Billboard

1. What is an "autowrap"? Why are people having this process done to their cars? Can you think of any other reasons, besides financial, that people would choose to have their cars wrapped?

2. Have you seen any cars that are wrapped in ads? What do you think of the idea? Would you have your car wrapped? Why or why not?

3. Do ads appeal to you? Why or why not? What is the purpose of advertising? How much do you think that companies spend creating and broadcasting one advertisement? Do you think that $200/month is a fair amount to pay a consumer to wrap his or her car in ads? What kind of advertising do you think is most cost effective for companies: billboards or drivers? Why?

4. Use this opportunity to have students look critically at advertisements. Choose ads that are found on the vehicles pictured on the video or have students choose their own ads to analyze. Direct them to consider the graphic and textual images in their ads. Have each student answer the following questions about his or her ad:

   - What are the colors used? What emotions do the colors convey?
   - What graphic images are used? How do these images make you feel?
   - Do the images and text give you any factual information about the product?
   - What persuasive techniques do you find in the text or graphics?
   - What about the ad would make a consumer want to buy the product?
   - Do you currently buy this product? Would you, based on the ad? Why or why not?

   Hold a class discussion in which students can share their findings. Based on their discoveries, ask them again whether or not they would have their own car wrapped in an ad and what they think of this additional way of marketing to consumers.

5. Challenge students to find out how many ads consumers are exposed to on a typical day. Ask them to list all the ways in which marketing currently gains their attention daily. Be sure to include designer clothing in this list and discuss how it compares to auto wrapping. Hold a discussion based on the question, "Has the U.S. become a consumer-driven country? Would you view this as a good or a bad thing?" Have students back their opinions with examples.

LINKS:
http://www.autowraps.com/
http://www.morrisinternational.com/
http://www.adbusters.org

EDITOR'S NOTE:
advertisement

billboards

WORLDVIEW

Around the World: Legacy of Letters

1. What is the purpose of the Legacy Project? How many letters has the project received? Which wars are represented by the project's letters? According to Horace, which letter is the most extraordinary? Why? Why do you think some of the most agonizing letters were written about the Vietnam War?

2. Did any of the letters presented in the video challenge your ideas about the reality and impact of war? If so, how?

3. Review the video with your students. As students watch the video, have them consider how the different letters affected the lives of their recipients. Have students share their thoughts in a class discussion. Then ask students: Which letter did you find most moving? Why?

4. Refer students to online resources, including the last two links below, to read personal letters that were written by famous and non-famous people about various historical events. Then have students discuss whether or not the letters enhanced their understanding and appreciation of the historical event.

5. Have each student research the history of a war that occurred during the last 250 years. Instruct each student to identify a significant battle or event that occurred during the war. Next, have each student select a real or fictional character from each opposing military. Have each student write a series of letters in the voice of each character, so that the student describes the military event from two different perspectives. To provide a context for the letters, instruct students to write summaries of the historical events. Then, have pairs of students critique each others narratives and letters. Have students present their works to the class.

LINKS:
http://www.thehistorynet.com/
http://www.thehistorynet.com/AmericanHistory/articles/2000/0600_cover.htm
http://www.teachvietnam.org/
http://clendening.kumc.edu/dc/fn
http://www.time.com/time/magazine/articles/0,3266,46525,00.html

EDITOR'S NOTE:
letters

Korean War
Vietnam War
Civil War

NEWS CHRONICLE

MP3 Update

1. What is Napster? What is MP3? What does Napster enable websurfers to do? Why did the band Metallica file suit against Napster and Indiana University? What was the outcome of this lawsuit? In your opinion, what is the significance of the settlement? What issues remain unresolved?

2. How has the CEO of Napster responded to the charges brought against the company? According to a recent study by the Recording Industry of America, how has the music industry been affected by downloadable music? Why might study's that claim that Napster is hurting music sales be circumspect?

3. Have students consult the Internet or other resources to learn more about copyrights and their role in protecting music and other artistic creations. Share student findings. What is "intellectual property"? How is it different from one's personal property? Do you think downloading music without paying for it "stealing"? Why or Why not?

4. Why are many people criticizing the music industry for how it is handling the problem of downloadable music? One critic states, "They may have brought the problem on themselves...instead of trying to work with technology, they're working against it." What is the meaning of this statement? Do you agree? Why or why not? As a class, have students predict what additional issues might arise as a result of downloadable music. Then, challenge groups of students to develop strategies, other than litigation, for addressing these issues. Have students share their ideas and discuss.

LINKS:
http://www.cnn.com/2000/fyi/news/06/12/napster.ap/index.html
http://cnn.com/LAW/columns/dual.metallica.05.19/
http://live.altavista.com/scripts/editorial.dll?efi=900&ern=y&ei=1818957
http://www.whatiscopyright.org/

Student Bureau: Georgia Habitat Mission

1. What is Habitat for Humanity? How and why did Walton High School students get involved in Habitat for Humanity? How has their work benefited others?

2. Do you think it is important to own a home? Why or why not? Why is buying a home difficult for some people?

3. If any of your students have worked as volunteers, have them share their experiences with the class. Why do some volunteers feel that Habitat for Humanity is different from other service projects? In your opinion, how might students benefit from participating in a Habitat for Humanity service project? Would you be interested in working for Habitat for Humanity? Why or why not?

4. Why is volunteerism important? Send students on an Internet scavenger hunt to identify as many volunteer organizations and their activities as possible within a set amount of time. Write down your students' responses on the board and discuss how individuals and society might be affected if these organizations and their volunteers did not exist.

5. Challenge your class to sponsor a day or week of volunteerism. Have students brainstorm a list of volunteer activities that they can do to enhance their school and local community. Group students. Have each group select an activity from the list, and develop a plan for implementing their activity during the period of volunteerism.

LINKS:
http://www.habitat.org/
http://www.energizeinc.com/art/1vol.html

EDITOR'S NOTE:
injunction
MP3
music industry
Habitat for Humanity
volunteerism

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CNN NEWSROOM Guide

June 19, 2000

Don't forget: CNN NEWSROOM and the Daily Guide are here for you, all summer long! Archive the programs and guides for use this fall!

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 01:00...02:30

Top Story ... 03:20...05:50
Ethiopia and Eritrea sign a peace agreement.

In the Headlines ... 02:15...08:05
The son of Hafez Assad takes a step toward becoming Syria's new president.

DAILY DESK ... 01:05...09:10

Environment Desk ... 01:55...11:05
Koalas are once again considered an endangered species.

Environment Desk Extra: Warmer Earth ... 02:25...13:30
Climatologists say the planet is getting warmer.

WORLDVIEW ... 00:30...14:00

Top of the World ... 02:35...16:35
Overpopulation is a major problem for the people of India.

One World Habitat: Olympic Pollution ... 02:35...19:10
Construction of the Olympic swimming stadium causes controversy in Sydney.

Wild Kingdom ... 02:50...22:00
Chinese fishermen are jeopardizing reef fish populations.

Turner Website Information ... 00:45...22:45
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 01:00...23:45

Viking Voyage ... 03:15...27:00
A descendant of Leif Ericson recreates an ancient journey.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Signs of Peace

1. Locate the nations of Ethiopia and Eritrea on a world map. For how long have these two countries been engaged in war? In addition to casualties from the fighting, what humanitarian crisis is gripping the Horn of Africa?

2. What are the terms of the peace agreement between Ethiopia and Eritrea? What are some of the concerns surrounding this deal? According to Eritrean officials, what is the key to a lasting peace in this region? How will a final border between the countries be decided? Do you think this is a good way to make this determination? Why or why not?

3. In spite of all the optimism, the agreement between Ethiopia and Eritrea holds no guarantees that the two nations won't start fighting again. In fact, the language of the pact calls for a "cessation of hostilities," not a full cease-fire. Inform students of this fact and in class, discuss what the phrase "cessation of hostilities" means. Then have students work in groups to research the origin of the hostilities between Eritrea and Ethiopia and the toll the war has taken on both. Have groups use what they have learned to devise their own plans of action for lasting peace between Ethiopia and Eritrea.

LINKS:
http://www.cnn.com/2000/WORLD/africa/06/18/ethiopia.eritrea.02/
http://www.oau-oua.org/
http://denden.com/Conflict/

In the Headlines: Syria Update

1. Who is "Dr. Bashar?" What political party is propelling him to Syria's presidency? Who held this office before him? In what ways will Bashar Assad's presidency raise the curtain on a new era of change? In what way will his principles reflect his father's?

2. Just six years ago, Bashar Assad was in the United Kingdom, studying to become an eye doctor. When his older brother Basil died in a car accident, Bashar had to be taken from his relative obscurity to be groomed as the successor to his father. Who is Bashar al-Assad? What kind of government will he lead? Have students conduct research to learn more about the man who will be president of Syria and the government he will lead. Share student findings and discuss how Syria's political system has helped to shape Bashar Assad's personal destiny.

LINKS:
http://www.cnn.com/SPECIALS/views/y/2000/06/sadler.syria.jun15/index.html
http://www.arab.net/syria/govt/syria_govt.html
http://www.syrianembassy.org/

EDITOR'S NOTE:
cease-fire
peacekeeping
security zone
sanctions
demarcation
Baath Party
Bashar al-Assad

DAILY DESK

Environment Desk: Endangered Koala

1. What led to granting koalas protected status in the 1930s? What happened to koala populations between then and now? What factors contributed to the resurgence of the koalas? Why are koalas once again an endangered species?

2. What is the koala's primary source of food? Where are eucalyptus trees found? Why are koalas often considered to be "picky eaters?" What happens if koalas eat too much from the wrong type of eucalyptus tree? Why? What is being done to protect koala bears? What additional things do you think people could do to protect koala bears?

3. Koalas determine which eucalyptus leaves they prefer by smell and taste. There is only one kind of eucalyptus tree from which koalas will eat. Challenge your students to explore their own preferences among similar products by having them do a blind taste test. You may want to use cola, since cola and eucalyptus both have strong tastes. The following are instructions for conducting the taste test:
    1. Select four different types of cola. Place each type of cola into two pitchers, so that you are using a total of eight pitchers.
    2. Label four pitchers 1 – 4 and the other four pitchers 5 – 8.
    3. Refrigerate pitchers 1-4 and leave the remaining pitchers at room temperature. Make sure to write down which brand of cola is in each pitcher.
    4. Give each student four cups. Have half the class label their four cups 1 – 4 and the other half label their cups 5 – 8.
    5. Pour one-half cup of cola into the corresponding numbered cups in front of the students.
    6. Give each student 4 unsalted crackers. Before tasting each beverage students should consume one cracker to neutralize the taste of previous beverages.
    7. After students have finished tasting the colas, have each student vote on which cola he/she liked the best by placing the cup of cola they preferred at a designated place in the classroom.
    8. Tally the cups by number.

    Reveal the winning cola to the class, and tell students which brands corresponded to which numbers. As a class, compare the results for cold and room temperature tests. If there was a difference, have students explain why temperature may have influenced the taste of the colas. Remind students that cola and eucalyptus both have strong tastes. Then ask students to hypothesize what qualities of eucalyptus leaves might cause a preference among koalas.

LINKS:
http://www2.jps.net/~jpeng/Koala/koala.html
http://www.onthenet.com.au/~jbergh/koala/Welcome.html
http://www.koalarescue.npf.org.au/Koala5.html

Environment Desk Extra: Warmer Earth

1. Weatherwise, what distinction does this Spring hold in the U.S.? How does this trend compare to global temperatures this year? What factors account for this warmer than normal weather worldwide?

2. When did the U.S. begin gathering consistent, reliable weather data? How was weather data gathered and recorded in the 18th century? How is it gathered today? Throughout these times, what one trend has remained constant about global weather? Why do you think the rate of global warming is speeding up?

3. What is La Nina? What are greenhouse gases? Assist students in researching these two forces behind warmer global weather and share their findings. Discuss how each impacts the global climate and to what extent. Which can be controlled by human behavior? What steps can people take to reduce global warming? Discuss.

EXTENSION: Discuss the economic impact of warmer temperatures. For what businesses is the warmer climate "good news"? How do some businesses and people suffer financially as a result of a warmer planet?

LINKS:
http://www.ncdc.noaa.gov/ol/climate/climateextremes.html
http://www.pewclimate.org/index.html
http://www.nrcan.gc.ca/communications/cc2000/html/table_of_contents.html
http://www.wmo.ch/web/gcos/whatisgcos.htm

EDITOR'S NOTE:
endangered species
marsupial
eucalyptus
koala
global warming
climatologist

WORLDVIEW

Top of the World: India One Billion

1. How many babies are born in India every day? When did India's population reach one billion? How is overpopulation impacting the environment and citizens of India?

2. What percentage of India's population is disadvantaged? Why? What percentage of India's adults are illiterate? What type of social problems are associated with illiteracy?

3. What is the status of women in India? How does this status compare to the status of women in other countries? Why do population experts believe that empowering women is the key to controlling overpopulation? Do you agree? Why or why not? Give an example to support your opinion.

4. The issues of overpopulation, birth control, and services needed to help large numbers of people have been ongoing problems. Values and religious beliefs of many cultures add to the complexity of the issue of population control, but some governments, such as India, have gone to extreme measures to lower populations. Assist students in finding information about world overpopulation problems. Divide the class into groups and have each present a specific problem and possible solutions. As a class, discuss the feasibility of the suggested solutions.

   EXTENSION: Many people feel that only through education can population growth be curbed. Group students. Have groups draw upon their research to develop a way to educate their peers about the negative effects of overpopulation. Students might want to create posters, brochures, plays or videos. Instruct students to consider the following questions when developing their ideas:
   1. What do you think the world will look like in 50 years?
   2. Will the world your children and grandchildren inherit resemble anything you've known?
   3. Will the future of humanity be one of hope and opportunity, or scarcity and destruction?
   4. Do you think the world is better or worse off with six billion people?

   After students have completed their projects, have your class sponsor an overpopulation awareness day at your school.

LINKS:
http://www.censusindia.net/
http://www.oneworld.org/ips2/aug98/17_46_059.html
http://communication.measureprogram.org/factsheets/india1.htm

http://www.ameristat.org/estproj/basics.htm
http://www.census.gov/cgi-bin/ipc/popclockw
http://www.popin.org/6billion/

One World Habitat: Olympic Pollution

1. Where are the 2000 Olympic Games being held? What type of construction is being done at Bondi Beach? Why are many local citizens opposed to the construction?

2. Refer students to online resources to learn more about the culture and history of Australia's aborigines. After students present their information, ask: Do you think construction on the Olympic stadium should be stopped if the land is sacred to the aborigines? Why or why not? Have students write editorials that express their views. Instruct students to consider the potential cultural and political consequences of building on sacred land.

3. Direct students to the websites below to learn about the history and scope of the Sydney 2000 Olympic Games. Ask students to investigate how Sydney is modifying its infrastructure to accommodate the Olympic Games and the environmental impact of these modifications. Also, have students identify the costs associated with the various projects, how these projects are being funded, and who stands to profit financially from the Olympic Games. Then divide your class into two groups to debate whether or not the Olympic swimming stadium should be built on Bondi Beach. Instruct students consider the environmental and economic benefits and drawbacks of the project.

LINKS:
http://www.voyeurmagic.com.au/
http://www.sydney2000.com/
http://headlines.yahoo.com/Full_Coverage/AUNZ/2000_Sydney_Olympics/
http://www.sydney.olympic.org.au/
http://www.smh.com.au/atlanta/articles/4385.html
http://www.dfait-maeci.gc.ca/english/news/newsletr/canex/960717ae.htm
http://www.nandotimes.com/newsroom/sports/oth/1996/mor/oly/feat/archive/080895/oly769.html
http://www.nando.net/newsroom/sports/oth/1996/oth/oly/feat/archive/052196/oly26569.html

Wild Kingdom: Hong Kong Reef Fish

1. What is a coral reef? How much reef fish is imported by China each year? Why are reef fish in demand in China? What type of reef fish are vulnerable to overfishing by Chinese fishermen?

2. Why do Chinese fishermen consider Indonesia and the Philippines dangerous sources for reef fish? Where are Chinese fishermen catching reef fish? Why are conservationists concerned about this practice? What steps are conservationists taking to ensure that China practice safe and sustainable fishing?

3. Why are coral reefs important? Refer students to the websites below to identify how depleting the reef fish stock would impact coral reefs and their ecosystems, China's fishing industry and consumers. After students present their findings, divide your class into four groups. Have each group represent one of the following bodies: Fishermen, government regulators, conservationists or scientists. Facilitate a panel discussion in which these groups voice their perspectives on the current problems facing coral reefs and reef fish. As a class, identify possible solutions to the problems associated with overfishing coral reefs.

LINKS:
http://www.people.fas.harvard.edu/~goreau/
http://www.wri.org/biodiv/b02-koa.html
http://mbgnet.mobot.org/salt/coral/faq.htm
http://www.pbs.org/wgbh/nova/elnino/reach/coral1.html
http://www.seaworld.org/coral_reefs/habdiscr.html

http://www.cnn.com/NATURE/9903/05/coral.reefs/
http://www.iucn.org/themes/marine/fish.html
http://www.enn.com/yoto/multimedia/index.asp

EDITOR'S NOTE:
illiterate
patriarchal
Olympics
aborigine
coral reefs
Cantonese

NEWS CHRONICLE

Viking Voyage

1. Why did dignitaries and spectators turn out at Reykjavik Harbor on Iceland's National Day? How long is this journey expected to take? Where is this ship going? Why do you think the journey is a source of pride for Icelanders?

2. Who is Gunnar Eggertson? When did he become interested in the Vikings and their ships? Who is accompanying him on this trip? Why might it be good to have your childhood friends with you on such a long journey? Could there be any downsides to this arrangement? Explain.

3. Who were the Vikings? Aside from their exposure to the Vikings as seafaring discoverers of Vinland, students might have little knowledge of these people. Yet aspects of Viking culture still exist in today's society. Did your students know, for example, that "Thursday" was the day of the week dedicated to the Viking god "Thor"? Have students work in groups to research different aspects of Viking culture and civilization. Direct each group to choose one of the following topics to research:
   - Viking shipbuilding and exploration
   - the Viking Sagas
   - Viking folklore, including mythology
   - life in Viking villages.

   Have each group make a formal presentation of its findings. Discuss the "images" most people associate with the Vikings. Are these images accurate? To what extent should the Vikings be given credit for their New World discoveries? What are their other achievements?

LINKS:
http://www.leifur-eiriksson.org/
http://www.athenapub.com/vinland1.htm
http://www.pastforward.co.uk/vikings/index.html
http://www.beyond.landsend.com/viking/lore/index.html?sid=09613609572250

EDITOR'S NOTE:
Iceland
Vikings
replica
Greenland
Newfoundland
Leif Ericson

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CNN NEWSROOM Guide

June 20, 2000

The political season heats up this summer with CNN NEWSROOM's coverage of the party conventions. Follow the campaign action as you watch our ongoing series "Democracy in America" every Tuesday.

---------- PROGRAM RUNDOWN ----------

STORY ..SEGMENT..PROGRAM

CNN NEWSROOM OPEN .. 01:35.. 01:35

TODAY'S NEWS .. 00:30..02:05

Top Story .. 04:00..06:05
-Fifty-eight stowaways are found dead in a truck in England.
-Great Britain grapples with the problem of refugee smuggling.

In the Headlines .. 02:00..08:05
The U.S. Supreme Court sidelines student-led prayer.

DAILY DESK .. 00:35..08:40

Health Desk .. 02:30..11:10
Wireless pill technology allows doctors to see a patient's digestive tract.

WORLDVIEW .. 00:45..11:55

Japan News .. 01:15..13:10
Former Japanese Prime Minister Noboru Takeshita has died.

Top of the World .. 03:10..16:20
Pollution is a major problem in New Delhi.

Check it Out .. 02:30..18:50
Russian men have the highest mortality rate in Europe.

Inside Europe .. 02:00..20:50
London taxi drivers can brag about their brains.

NEWS CHRONICLE .. 00:30..21:20

Democracy in America .. 02:30..23:50
Prepare for the onslaught of election-year ads.

Turner Website Information .. 00:45..24:35
Information on the CNN NEWSROOM Daily Classroom Guide

Beyond the Game .. 02:25..27:00
As Tiger Woods shatters golf's records, he promotes opportunity for young people.

CNN NEWSROOM CLOSE .. 01:00.. 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Human Contraband

1. What did officials discover in a cargo truck in Dover, England? How many stowaways survived the ordeal? How did officials discover this tragedy? Why is a criminal investigation being launched?

2. What questions need to be answered regarding this human tragedy? How many people applied for asylum in Britain last year? What penalty is levied on truckers who harbor stowaways? Does this penalty seem to be deterring human contraband activity?

3. Why do you think global smuggling of refugees still occurs, despite the criminal penalties and the risks to the refugees themselves? Even if the asylum seekers make it past the border, what kind of life do they face in Britain? What do you think would prompt a person to leave his or her homeland and risk his or her life to emigrate to another country? Can you think of other times in history when immigrants have risked all to start a life in a new place? Explain. In each case, what circumstances forced them to take dangerous journeys?

4. Stories of stowaways perishing en route to new lives are not uncommon. Ask students what they think should be done to prevent these human tragedies. Have them conduct research to learn more about the plight of refugees and the human smuggling trade, and share their findings. Then divide the class into groups, and have each group devise a plan of action to prevent future similar tragedies. What should be the focus of action: Criminal prosecution for human smugglers, restrictive immigration laws, or pressure against the nations whose living conditions promote emigration? Discuss the effectiveness of each possible course of action.

LINKS:
http://www.cnn.com/2000/WORLD/europe/06/19/britain.bodies.07/index.html
http://www.gn.apc.org/brcslproject/
http://www.hmso.gov.uk/acts/en/1999en33.htm
http://www.hrw.org/worldreport99/europe/asylum.html
http://www.rnw.nl/ca/en/stories/europe000201.html

In the Headlines: Student Prayer Decision

1. What was the U.S. Supreme Court's decision in the case of student-led prayer at a Texas high school football game? What did Justice John Paul Stevens say about students saying prayers at a school-related event in his opinion? How did proponents of student-led prayer react to the decision? Do you agree or disagree with the Supreme Court's decision? State your rationale.

2. What is the "Establishment Clause," and how has the High Court historically interpreted it? Have students research the Establishment Clause and cases that center on this principle, such as the case of Engel v. Vitale, to learn more about some of the historical precedent behind yesterday's Supreme Court decision. Have students share their information. This is a classic case of the judicial branch's obligation to *interpret* the law. Discuss how the Court interprets the Establishment Clause as it pertains to student-led school prayer.

   EXTENSION: Remind students that in almost all of the High Court's decisions there are dissenting opinions. Have students conduct research to learn which justices wrote dissenting

opinions (Rehnquist, Scalia, and Thomas) and research and discuss the rationale behind their views. Discuss how the 6-3 decision in this case illustrates the subjectivity behind the Court's interpretive power.

LINKS:
http://www.cnn.com/2000/LAW/06/19/scotus.schoolprayer.02/index.html
http://eagleforum.org/educate/1999/sept99/appeals-court.html
http://civnet.org/resoures/teach/basic/part7/47.htm

EDITOR'S NOTE:
stowaway
criminal inquiry
autopsy
checkpoints
racketeers
asylum
Supreme Court
"private speech"

DAILY DESK

Health Desk: Swallow Endoscopy

1. What is the digestive tract? What is an endoscopy? What is the origin of wireless "pill" technology? How has this new technology revolutionized the endoscopic procedure?

2. Inform students that each year 62 million Americans are diagnosed with digestive disorders. Using a large piece of poster board, have each student draw a diagram of the digestive tract and label its different parts, including the esophagus, stomach, duodenum, colon, and rectum. Then, challenge groups of students to conduct research to identify the types of diseases that are associated with particular parts of the digestive tract. Instruct students to determine the origin and impact of these diseases. After each group presents its findings, have students discuss how the wireless endoscopy could aid in the detection and treatment of these diseases.

LINKS:
http://www.niddk.nih.gov/health/digest/pubs/overview/overview.htm#3
http://www.niddk.nih.gov/health/digest/pubs/dddctnry/pages/e-k.htm
http://216.1.140.188/atoz/SearchAtoz/GetFile.asp?urltogo=http://www.endo-world.com&Site=6&words=
http://www.mindspring.com/~dmmmd/
http://www-imt.unine.ch/ESPLAB/www/projects/Microcam/web_microcam.html#Applications

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EDITOR'S NOTE:
endoscopy
bowel
small intestine
inflammatory bowel disorder
Crohn's Disease
FDA

WORLDVIEW

Japan News

1. When did Noboru Takeshita first enter politics? Of what political party was he a leader? What

political philosophy did he maintain as Japan's prime minister? What allegations forced him from office? How was Mr. Takeshita a "kingmaker" in Japanese politics? What does the term "Shadow Shogun" mean?

2. How much do your students know about the Japanese political system and the office once held by Noboru Takeshita? Have groups of students research Japan's political system, including its leaders and legislature. Direct each group to use its information to prepare a side-by-side comparison of Japan's government to that of the U.S.

LINKS:
http://www.encyclopedia.com/articles/12604.html
http://www.gallaudet.edu/~dpenna/Japan.html
http://www.photius.com/wfb/wfb1999/japan/japan_government.html

Top of the World: India Pollution

1. Where in India is New Delhi located? How many people are dying each day in New Delhi because of air pollution? What factors are causing India's air pollution problem? How is air pollution affecting the health of India's children?

2. Generate a class discussion about the health consequences of air pollution. Have students work in groups to consult online resources and medical professionals to learn more about the health dangers associated with polluted air. Have groups share their findings. If India does not take action to reduce air pollution, what diseases and problems are its people likely to see more of in the future?

3. Divide your class into two groups. Have one group conduct research to learn more about pollution in India and the government's response to it. Have the other group research what the U.S. is doing to control pollution. After each group presents its findings, discuss the following questions: Why do you think India's government has been slow to address the problems caused by pollution? What might prompt India's authorities to take action? Should India's government invest in American pollution control equipment? Why or why not?

LINKS:
http://webhead.com/WWWVL/India/
http://www.epa.gov/
http://www.lungusa.org/
http://www.jp.kids-commons.net/vc96/vc-13/health.htm

Check it Out: Russia Men Mortality

1. What is a mortality rate? What is the average life expectancy of Russian men and women? Why are so many Russian men dying young?

2. What factors contribute to heart disease? Can heart disease be prevented? If so, how? To what extent does alcohol contribute to the death of men in Russia? Why do you think alcohol abuse is a problem for many Russian men?

3. How does the mortality rate in Russia compare to the mortality rate of other countries? Refer students to online resources, including the links below, to compare the mortality rates of Russian men and women to the mortality rates of men and women in other countries. Help your class create a chart that depicts the students' findings. Instruct students to analyze the information. Have them consider the social, cultural, environmental, and economic factors that may influence the countries' mortality rates.

LINKS:
http://russianculture.miningco.com/culture/russianculture/msub90.htm
http://www.healthlinks.net/

http://www.looksmart.com/eus1/eus317837/eus317920/eus53956/eus54859/eus289191/eus290474/r?l&

Inside Europe: Britain Cabbie Brains

1. What is the hippocampus? According to new research conducted at University College, London, why are the brains of London cabbies unique?

2. Use this CNN NEWSROOM segment as an opportunity to have your students learn about the central nervous system and its relationship to the brain.
   1. Refer students to multimedia resources, including the websites below, to research the location and function of the central nervous system.
   2. After students share their findings, divide your class into three groups. Instruct each group to draw a diagram that depicts the three main parts of the brain, including the brain stem, the cerebellum, and the cerebrum.
   3. Have each group prepare a presentation about the function of one of these areas.
   4. Following the group presentations, have students identify the function of the limbic system and how the hippocampus is important to learning and memory.
   5. Then ask students to consider how the findings of the London cabbie study might be used to help people who have memory difficulties.

LINKS:
http://www.academicpress.com/inscight/03142000/graphb.htm
http://neuroscience.about.com/education/neuroscience/library/pr/blpr000315f.htm
http://www.psc.edu/science/Goddard/goddard.html

EDITOR'S NOTE:
prime minister
hydrocarbons
carcinogens
mortality rate
hippocampus

NEWS CHRONICLE

Democracy in America: Political Ads

1. According to a study of the top 75 media markets in the U.S., how much did local television stations take in for political ads in the first four months of this year? Who is the "poster boy" of this trend? Why did he spend so much money on television ads?

2. How does the amount of political ad airtime compare to the airtime devoted to political issues and reports? Why do you think this is so? Do you think most Americans care about political ads or political coverage? Explain. Which do you think television programming should devote more time to, issues or ads? Why?

3. In the video we learn that many are turning to the Internet for their news and information. How might the Internet change the way candidates get their messages out to voters? Divide your class into small groups. Have each group research the platform of any one candidate currently running for President of the United States. Then direct each group to prepare (a) a script for a television ad for that candidate and (b) a website design for an Internet ad for that same candidate. Have each group present both of its ads. After each presentation, discuss how television and the Internet provide different outlets for the same candidate's message, and how the focus of the message changes with the medium used.

LINKS:
http://www.fec.gov/pages/notices.htm
http://www.connectwithkids.com/archives/politics.html

http://www.zdnet.co.za/zdnn/stories/news/0,4586,2405347,00.html
http://www.cnn.com/ELECTION/2000/

Beyond the Game: Tiger Woods Golf Impact

1. Who is Tiger Woods? What major golf tournament did he recently win? How is his success offering hope for some inner city kids? According to the video, how does golf offer some young people a way out of the inner city? What has happened to the enrollment at East Lake Golf Academy as a result of Tiger Woods' success?

2. Jacci Woods, Director of Detroit's Young Minority Golf Association, has said of Tiger Woods, "He's a real inspiration for the kids. Everybody felt a kinship with him. He's become the role model for my kids. He's a pioneer." Generate a class discussion about the role Tiger Woods has played as an inspiration for young people and as a "pioneer." Of his success, Tiger Woods has said, "Golf is not everything. It never will be. The most important thing is furthering yourself, making yourself a better person... My father has always instilled in me there are only two things in life that you ought to do. You gotta care and you gotta share." Read these quotes to students. Discuss how Tiger's success in sports and his personal philosophy can be applied to aspects of students' lives on and off the field of play.

LINKS:
http://cnnsi.com/golf/2000/us_open/news/2000/06/18/fourth_ap/
http://cnnsi.com/thenetwork/news/2000/06/19/oneonone_tigerwoods/
http://ww1.sportsline.com/u/fans/celebrity/tiger/about/quotes.html

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EDITOR'S NOTE:
political ads
media market
political coverage
assignment editor
U.S. Open
Tiger Woods
frame of reference
CEOs

External websites are not endorsed by Turner Learning.

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CNN NEWSROOM Guide

June 21, 2000

Teachers: If you are on our e-mailing list and do not want to receive the Guide over the summer, please address a blank e-mail *from the account that receives the e-mail Guide* to: cnrguide-nomail@lists.turner.com
You will receive a message saying that your mail has been suspended. We will "reactivate" your subscription on Aug. 14th.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:20... 01:20

TODAY'S NEWS ... 00:45...02:05

Top Story ... 02:05...04:10
United Nations officials warn that Africa's famine is about to worsen.

DAILY DESK ... 00:35...04:45

Business Desk ... 03:00...07:45
Two teenagers apply their problem-solving talents to create a multimillion dollar business.

Business Desk Extra: Gas Prices ... 02:00...09:45
Skyrocketing gas prices are hurting many Chicago businesses.

WORLDVIEW ... 00:30...10:15

Inside North America ... 04:30...14:45
Entrepreneurship comes to the rescue of a hat company.

Taking Care of Business ... 03:35...18:20
The Catholic Church faces a serious shortage of priests.

Communication Transformation: Korea Internet ... 02:30...20:50
South Korea is becoming a leader in the Information Age.

NEWS CHRONICLE ... 00:20...21:10

Our World ... 02:20...23:30
It's a job hunter's market for summer employment.

Turner Website Information ... 00:45...24:15
Information on the CNN NEWSROOM Daily Classroom Guide

Medal of Honor ... 03:00...27:15
Asian American soldiers will finally receive Medals of Honor for their bravery in WWII.

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: African Drought

1. Who is Carol Bellamy? Why did she recently tour the Horn of Africa? How is the decade-long drought in this region causing problems for the people who live there? What factors are making the famine worse? According to the video, how many people are at risk from this impending disaster?

2. How is the international aid infrastructure in Africa better now than it was in past decades? In spite of the improved aid framework, what is the U.N. asking the world community to do? How might summer rains, if they come, complicate the situation?

3. Assist students in consulting the UNICEF websites below to learn more about the drought and famine in the Horn of Africa, and how it is affecting the people of this region. Discuss how the displacement of people due to the drought could have long-term social, political and economic effects on the region. What do students think should be done to minimize the impact of this crisis? Have each student write an essay detailing his/her ideas for an international response.

LINKS:
http://www.unicef.org/
http://www.unicef.org/drought/
http://gaia.info.usaid.gov/fews/youthpg/drought.html
http://www.sciencedaily.com/releases/1999/11/991124071311.htm

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EDITOR'S NOTE:
UNICEF
Horn of Africa
famine
infrastructure

DAILY DESK

Business Desk: Pinpoint.com

1. How did Jud Bowman and Taylor Brockman become high tech executives? What is the name of their business? What is the goal of Pinpoint?

2. What was the source of the start-up capital for Pinpoint? Why do you think these teen entrepreneurs brought in "seasoned executives" to run their company? What kinds of business skills might these individuals have that Jud and Taylor have not yet had time to acquire? What is the next step for Pinpoint? What is the next step for Jud and Taylor?

3. Jud and Taylor used their talents to solve a problem that ultimately filled a market niche. They created a better way to search for content-specific information on the Web. Challenge your students to draw upon their own talents and problem-solving skills to fill market niches, even if the niche is a very small one!
    1. Allow students to group themselves in small teams by common interests or pastimes, such as extracurricular activities (i.e., involvement in sports, band, part-time jobs.)
    2. Direct each group to consider an unfulfilled need in its chosen field of interest. For example, students who work in fast food restaurants might want to address the problem of working at

the drive-up window in cold weather. What ideas would that team have for making this job task more bearable under adverse circumstances?

3. Direct students in each team to first identify the problem, explain how the problem affects the activity in question, develop an idea designed to address the problem, and identify the target market and market strategy for its creation.
4. Have each group create a diagram, chart, model or written proposal explaining its idea. Give groups ample time to brainstorm, develop and design.
5. Then have each group present its problem, explanation, idea, and marketing strategy to the class.

LINKS:
http://pinpoint.com/
http://www.wilsonweb.com/articles/niche.htm
http://www.frugalfun.com/nichemarketing.html

Business Desk Extra: Gas Prices

1. What city is now home to the highest gas prices in the U.S.? How much is a gallon of regular unleaded gas in Chicago? How is the price of gas impacting some of Chicago's businesses? How are the businesses trying to recoup the increased costs of transportation?

2. Why can't organizations like America's Second Harvest pass their increased costs on to consumers? How do higher gas prices impact their charitable efforts? What do Chicago's taxi drivers want to do in order to deal with the gas price hike? Why do they have to go to City Hall first? Overall, how could the gas price hike impact Chicago's economy over the next year?

3. Challenge students to consider how rising gas costs could impact their daily lives. Have them work in groups to brainstorm lists of products, services, and daily tasks (such as getting to school and home) that rely on gas-powered transportation, and share their ideas with the class. Discuss the economic hardships that could result as gas prices rise, and the inconveniences students may have to endure.

LINKS:
http://www.eia.doe.gov/oil_gas/petroleum/special/gasoline_update/market_summary.html
http://www.eia.doe.gov/pub/oil_gas/petroleum/presentations/2000/a_year_of_volatility/sld002.htm
http://www.cnn.com/2000/US/06/20/gas.prices.02/index.html

EDITOR'S NOTE:
market niche
search engine
wireless Internet
infrastructure technology
non-profit
surcharges

WORLDVIEW

Inside North America: NJ Headwear

1. Why did Mitch Kahn buy the baseball cap company with which his father did business? How much money did it take to start New Jersey Headwear? What item became a big seller for his new company? What was Mitch's biggest break? What did the deal with Ralph Lauren enable his company to do? What happened when Ralph Lauren took its business overseas three years later?

2. Explain what is meant by "modular manufacturing." How did this approach help both the

company and its employees? What other events helped New Jersey Headwear to find a lucrative market niche? Why do you think it's important to a labor union that its hats are American made?

3. Mitch Kahn is an entrepreneur. Have students consult their texts or other resources for a definition of the word "entrepreneur." Generate a class discussion about the difference between an entrepreneur and someone who works for a large corporation. Then have students work in groups to interview local entrepreneurs and bankers to learn more about what it takes to start your own business, and share their findings. What does it take, in terms of capital and characteristics, to be an entrepreneur? What risks and rewards are associated with "being your own boss"? Discuss.

LINKS:
http://www.entrepreneurmag.com/
http://tenonline.org/rs.html
http://www.ezwww.com/infocentral.htm

Taking Care of Business: Priest Shortage

1. What evidence from the video supports the claim that there is a priest shortage in the Catholic Church? Contrast the growth of the Catholic Church worldwide with the number of priests. How are church officials in Chicago trying to attract more young men to the clergy?

2. According to the Vatican, why are many young men disinterested in the priesthood? How do you think a "secular modern society" differs from the religious life? Where is the church turning for new priests?

3. Ask your students to consider what happens to a way of life, be it a culture or religion, when it no longer has leadership. What important aspects of the human existence are lost when a way of life disappears? Do students think it is possible that a religion as large as Catholicism could disappear? Do students think traditional ways of life and beliefs are worth preserving? Discuss ways to preserve the cultural and religious traditions that identify the world's peoples in a modern world.

LINKS:
http://www.rny.com/archive/localnews/1998/may/28priestshortagemayforceme.html
http://detnews.com/1999/religion/9910/01/10010012.htm
http://cta-usa.org/cfd/glance.html

Communication Transformation: Korea Internet

1. How pervasive is Internet use in South Korea? What percentage of South Korea's stocks are traded online? How is this widespread Internet use attracting business to South Korea? Based on what you have seen in the video, why do you think South Koreans have taken to the Internet so quickly?

2. Recently, John T. Chambers, President and CEO of Cisco Systems Inc., visited Seoul and told South Koreans, "The Internet is revolutionizing productivity, and companies and individuals will be left behind if they do not change." He encouraged Koreans to embrace change to stay ahead in the Internet Revolution. Ask your students to consider how Korea will likely change if it is to stay at the forefront of this new era. First, have students work in groups to research South Korea's government, society and economy. Then challenge each group to predict how the Internet will change these aspects of Korean life, and which changes will improve the quality of life for Koreans.

LINKS:
http://www.korealink.co.kr/times.htm
http://www.korealink.co.kr/kt_tech/200006/t20000614170100451126.htm
http://southkorea.asiaco.com/english/

EDITOR'S NOTE:
overhead
sweatshops
modular manufacturing
union
clergymen
monks
secular
investor

NEWS CHRONICLE

Our World: Summer Jobs

1. What percentage of young people in the U.S. held jobs last July? How does this number compare to previous years' data? According to economist John Stinson, what were some reasons for this lower turnout?

2. How is the nature of summer work changing? What kinds of businesses still make up the bulk of the summer job market? What evidence from the video suggests that high school and college students are becoming more choosy about their summer jobs? What does a strong economy and a changing job market mean for those young people who want to find summer jobs?

3. Have your class examine and evaluate the summer job market in your community. Divide students into groups and have each research one sector of the local economy, including areas such as tourism, food service, retail, high tech, and service industries. Have each group survey at least three businesses in its chosen area to find out if the business is hiring, and, if so, how it is trying to attract young prospects. Have each group present its findings. Where do the best opportunities for summer employment exist in your community? If the economy in your region is strong, how is it translating into good news for job hunters and bad news for some employers?

LINKS:
http://www.coolworks.com/default.htm
http://gsj.petersons.com/
http://www.uww.edu/stdrsces/career/intersum/b7.htm

Medal of Honor

1. Why did many Americans of Asian descent fight for the U.S. in World War II? What hardships did they and their families endure during this time? What happened when U.S. Army officials later reviewed the records of dozens of Japanese American and Pacific Islander soldiers from World War II?

2. Who are some of the soldiers who will be receiving the Medal of Honor more than half a century after their service to their country? Who is Joe Sakato? Does he think racism played a role in the long delay behind his medal? Explain. What did Mr. Sakato do that would result in his being awarded the Congressional Medal of Honor?

3. What is racism? Do you think racism played a role in the delayed recognition of these soldiers? Explain. If not, why do you think it took so long for the U.S. government to acknowledge their bravery?

4. Inform your students that the Congressional Medal of Honor is the highest award a serviceman/woman can receive. Since its creation, the President of the United States, in the name of Congress, has awarded more than 3,400 Medals of Honor to the nation's bravest

individuals. Have students consult the websites below to learn more about the Medal of Honor and those individuals who have received it. Direct each student to choose one recipient of this award and present the story of this individual's heroic deed to the class. Discuss what it takes to be heroic.

LINKS:
http://www.awod.com/gallery/probono/cmhs/
http://www.army.mil/cmh-pg/moh1.htm
http://www.army.mil/cmh-pg/
http://www.defenselink.mil/faq/pis/med_of_honor.html

EDITOR'S NOTE:
retail
internship
Congressional Medal of Honor
valor
Daniel Inouye
GIs
foxhole
Joe Sakato

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CNN NEWSROOM Guide

June 22, 2000

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:50...02:25

Top Story ... 04:50...07:15
-OPEC ministers agree to raise oil production.
-Rising gas prices ignite political fireworks.

DAILY DESK ... 01:00...08:15

Science Desk ... 02:15...10:30
Some doctors are using maggots to cure infectious wounds.

Science Desk Extra: Water on Mars ... 02:10...12:40
Scientists find evidence of flowing water on Mars.

WORLDVIEW ... 00:25...13:05

Political Front ... 04:10...17:15
A Cuban immigrant recalls her experience in the Mariel boatlift.

Around the World ... 02:45...20:00
The U.N. wants Cuba to sign a treaty on the treatment of refugees.

Artistry in Action ... 02:30...22:30
Cuba's newest dance company attempts to break down social barriers.

Turner Website Information ... 00:45...23:15
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:25...23:40

Our World ... 03:20...27:00
A future king celebrates his 18th birthday.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Pumping Up

1. What is OPEC? What is the mission of this organization? What decision did its ministers make yesterday in Vienna? In what way was their decision a compromise?

2. OPEC's ministers believe their organization is being made the scapegoat for high gas prices. What does the term "scapegoat" mean? According to OPEC, who shoulders the blame for high gas prices in Western countries? What percentage of the cost of each gallon of gas goes to taxes in Western Europe? What percentage of each gallon is taxed in the U.S.? Do you think your government should lower its gas tax? Why or why not?

3. Why is Energy Secretary Bill Richardson reacting cautiously to the OPEC production increase? Who is the focus of lawmakers' questions on the rising price of gas? What do some want the Environmental Protection Agency to do to reduce gas prices? How do EPA officials respond to this request? Why has the Federal Trade Commission launched a formal inquiry into the gas price situation?

4. The gas price situation is becoming a political liability for many incumbents in this election year. As a class, identify the parties involved or affected by this situation (i.e., the oil companies, the Clinton Administration, OPEC, consumers) and write these on the board. Have students work in groups to examine the gas price increase from each perspective. Then have each group use what it has learned to act as advisers to an elected official whose constituents are upset about the rising cost of gas. Have each group prepare and deliver a speech, explaining where the blame falls and what should be done to help reduce gas prices.

LINKS:
http://www.cnn.com/2000/US/06/21/ltc.gas.prices.02/index.html
http://www.cnn.com/SPECIALS/2000/oil.prices/
http://www.opec.org/
http://www.opec.org/193.81.181.14/xxx1/Web/pdateFiles/Text.htm
http://www.api.org/

EDITOR'S NOTE:
OPEC
production levels
crude prices
high demand
EPA
price gouging
Federal Trade Commission

DAILY DESK

Science Desk: Medical Maggots

1. For what medical purpose are maggots being used? How successful has this treatment been in test trials? Can patients feel the maggots as they debride the dead skin? Why or why not? How are the doctors in this story selling the maggots? Are some varieties more effective than others? Explain. How are the maggots sold?

2. When was this use of maggots first discovered? What is the traditional method of treatment for wounds that are not healing? If you were a doctor, at what point in your patient's treatment would you suggest maggot debridement as an option? Do you think the maggots used in the therapy eat only infected flesh? Explain. How do you think doctors prevent the maggots from moving to other locations on the body?

3. There is a saying "Everything old is new again." This is particularly true of many biotherapies. Currently there are three types of biotherapies gaining widespread use: leeches, bees and maggots. Challenge your students to investigate different biotherapies that use leeches and bees, and compare these methods with the use of maggots. Have small groups of students use multimedia resources, including the websites below, to the answer the following questions:
   - For what medical reason is this biotherapy being used?
   - What conventional methods are offered to treat this diagnosis?
   - What type of leech or bee is used?
   - How might doctors administer this biotherapy?
   - Are there any drawbacks or side effects associated with this biotherapy?
   - What is the success rate of this biotherapy? How does this compare to the success rate of traditional treatments?

   Review the groups' findings and discuss how each therapy works. Are these therapies similar to the maggot one in the story? Next, for one or two of the biotherapies identified above, ask students if they think there are ways to solve these medical problems using biotechnology rather than biotherapy.

LINKS:
http://www.hort.cstead.com/biotherapy/files/index.html
http://www.ucihs.uci.edu/path/sherman/homc_pg.htm
http://www.biopharm-leeches.com/uses.htm
http://www.apitherapy.org/aas/aswil.html
http://www.apitherapy.org/aas/

Science Desk Extra: Water on Mars

1. How did scientists find evidence of flowing water on Mars? Is this the first time water has been spotted on Mars? Explain. Why are these fresh Global Surveyor images significant? Why are scientists excited about the prospect of water on Mars?

2. What do scientists know about the Red Planet? What theories have been built on this knowledge? Have students consult the Internet and other resources to look for information that scientists have gathered about Mars, and share their findings. Acting as amateur scientists, have students suggest hypotheses about Mars, based on this knowledge. How might researchers go about proving or disproving these hypotheses? Discuss.

LINKS:
http://www.cnn.com/2000/TECH/space/06/21/mars.water.03/index.html
http://www.nasa.gov/
http://mars.jpl.nasa.gov/mgs/

EDITOR'S NOTE:
maggots
enzymes
gangrene
satellite
martian

WORLDVIEW

Political Front: Mariel Boatlift

1. What was the Mariel boatlift? When did it begin and end? Where did the refugees land? What emotions did they experience when they landed?

2. How old was Ana Maria Rabel when she and her family left Cuba? What was the trip like? What possessions had she brought? What does she mean when she says that after the welcoming, "Marielitos were not welcome"? How did Ana Maria fight the "stigma" of being a Marielita? What does she do for a living today?

3. Is Ana Maria happy to be in the U.S.? What is she referring to when she talks about "things we don't like but we can fix"? How does she feel about the Elian Gonzalez situation? Why does she identify with Elian?

4. During the six months of the Mariel boatlift, 124,776 Cubans left their country for the U.S. Why did they leave? What were they hoping to find in the U.S.? Have students work in groups to research the political and economic situation in Cuba and share their findings. Discuss the challenges the Marielitos faced in their journey to the U.S. and in the way they were received. Who were these immigrants? Why did many of them risk their lives to come to the U.S.? If the Mariel boatlift had occurred today, 20 years later, do students think the immigrants' reception would have been any different? Discuss.

LINKS:
http://www.uscg.mil/hq/g-o/g-opl/mle/mariel.htm
http://www.infoplease.com/ce5/CE034197.html
http://www.ailf.org/polrep/1996/pr9604.htm
http://www.cubapolsdata.com/gpc/gpc.html

Around the World: Cuba Refugees

1. Why do some people emigrate to Cuba? To whom does Cuba currently give asylum and aid? Why did the U.N. High Commissioner for refugees recently pay a visit to Cuba? Why did she praise Cuba's leadership in regard to global refugee concerns?

2. Why do you think Cuba is the only country in the region that has not signed the U.N. Protocol on the status of refugees? Who is the current leader of Cuba? Discuss what you know of Fidel Castro and his government. Do you think it is likely Fidel Castro will sign this international agreement on refugees? State your rationale.

3. If your students are not familiar with this office, have them examine the first website below to learn more about the U.N. High Commissioner for Refugees. What is the purpose of this arm of the United Nations? Divide the class into groups, and have each group choose one region of the world that has experienced a refugee crisis. Direct the group to conduct research to learn more about the events that precipitated the refugee migration, where the refugees went, and whether and by whom their crisis was addressed. Have each group present its information. Should the international community commit more resources to solving the problems of the world's refugees? Discuss.

LINKS:
http://www.unhcr.ch/
http://www.cubaweb.cu/Cub_ing/index.asp
http://www.cubaadvice.com/

Artistry in Action: Cuba Big Dancers

1. How is the Voluminous Dancer Company different from many other dance companies? Why was the company formed? According to the video, how does this group help to "break down barriers"?

2. Do you think body image is important? Do you think society places too much emphasis on body image? If so, what do you think can be done to change this trend? Refer back to the video and to the dancers who are interviewed. Do they seem to be confident and comfortable about their images? In your opinion, do these traits make a person attractive? Explain.

3. Ask students to consider how music and dance help to break down social barriers. Invite a local dance instructor to teach your students a few steps of a cultural or traditional dance. After the lesson, challenge students to find and listen to new kinds of music that they may have never noticed.

LINKS:
http://www.cubanculture.com/
http://www.caribmusic.com/
http://www.there1.com/cuba.html

EDITOR'S NOTE:
Fidel Castro
Marielitos
exile
refugee
asylum
protocol
voluminous
aesthetic value

NEWS CHRONICLE

Our World: Prince William at 18

1. Who is Prince William? What milestone birthday did he celebrate yesterday? How did he observe the occasion? How did the rest of the Royal Family observe it?

2. How does the British public regard Prince William? Why is he often in the spotlight? Why does the journalist in the video believe that the prince's life is going to be "incredibly difficult"? Explain why William already has a deep distrust of media. If you were William, do you think you'd be able to handle the pressure of the spotlight thrust upon you? Why or why not?

3. Do you know anyone who is famous? If so, how does he or she handle this fame? What do you think it would be like to be one of the world's most famous faces? How would it change your life? Would you like to be world-famous? Why or why not?

4. Assist your students in researching information about the British Monarchy. Share student findings in class discussion. Generate a class discussion about the political role of the monarchy in modern Britain. As he takes his place in the Royal Family, will Prince William be more the focus of political or social concern? Why?

LINKS:
http://www.cnn.com/2000/WORLD/europe/06/21/britain.william/index.html
http://www.cnn.com/2000/WORLD/europe/06/16/britain.william/
http://www.royal.gov.uk/
http://www.royal.gov.uk/today/index.htm

EDITOR'S NOTE:
Prince William
charisma
paparazzi
Windsor Castle
monarchy

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CNN NEWSROOM Guide

June 23, 2000

Teachers: If you are on our e-mailing list and do not want to receive the Guide over the summer, please address a blank e-mail *from the account that receives the e-mail Guide* to: cnrguide-nomail@lists.turner.com
You will receive a message saying that your mail has been suspended. We will "reactivate" your subscription on Aug. 14th.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:20... 01:20

TODAY'S NEWS ... 01:00...02:20

Top Story ... 03:10...05:30
Zimbabwe's President Mugabe flexes his political muscles as elections approach.

DAILY DESK ... 00:30...06:00

Editor's Desk ... 02:35...08:35
The L.A. Film School teaches students about the many facets of filmmaking.

WORLDVIEW ... 00:25...09:00

Artistry in Action: UK's "Sound of Music" ... 03:15...12:15
It's more than a movie, it's an exercise in audience participation!

Culture Watch ... 02:50...15:05
A Russian doctor promotes singing for expectant moms.

Inside Asia ... 03:40...18:45
Afghanistan tries to restore its national museum.

NEWS CHRONICLE ... 00:30...19:15

Circus Nuns ... 04:40...23:55
Two nuns take their evangelistic mission to the Big Top.

Our World ... 02:30...26:25
Monarch High School graduates a unique class of teens.

Look Ahead ... 00:35...27:00
Next Friday: The Horatio Alger Foundation

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Zimbabwe Elections

1. Locate Zimbabwe on a world map. Of what former nation was Zimbabwe once a part? Whose colony was Southern Rhodesia? What is colonialism? What anti-colonial message has Zimbabwe's President Robert Mugabe made clear to his country's former rulers? How has he made his point?

2. How is President Mugabe "re-fighting" the anti-colonial struggle? Why do some analysts believe that this strategy will only work in the short term? Explain how Mr. Mugabe's threat to further "Africanize" Zimbabwe's industries could backfire on his country's economy. How has Great Britain responded to his actions?

3. In spite of growing opposition, President Mugabe's ZANU-PF Party is expected to win enough votes to hold its parliamentary majority. Challenge your students to investigate the political climate in Zimbabwe as these elections approach and share their findings in class discussion. Is there any question about the fairness of the upcoming election? Discuss how the possible outcomes could impact Zimbabwe's future, whether the election is perceived as fair or unfair.

4. Some international leaders have criticized Robert Mugabe for his policies. Even South African Nobel laureate Archbishop Desmond Tutu has called President Mugabe, "almost a caricature of all the things people think black Africans do." But his admirers insist he has been demonized by the West. The ZANU-PF party describes Mr. Mugabe as "a consistent revolutionary leader." What do your students think of Robert Mugabe? Have students work in groups to research the facts behind Mugabe's presidency. Then have each write an essay in which he/she evaluates Robert Mugabe's leadership.

LINKS:
http://www.cnn.com/2000/WORLD/africa/06/22/zimbabwe.01.reut/index.html
http://www.cnn.com/2000/WORLD/africa/06/21/zimbabwe.mugabe.reut/index.html
http://www.cnn.com/2000/WORLD/africa/06/20/zimbabwe.cwealth.reut/index.html
http://www.sas.upenn.edu/African_Studies/Country_Specific/Zimbabwe.html

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EDITOR'S NOTE:
Zimbabwe
South Rhodesia
colony
Robert Mugabe
embargo
sanctions

DAILY DESK

Editor's Desk: L.A. Film School

1. How is the L.A. Film School different from other film schools? What is the content and duration of the academic program? How much does it cost to attend the L.A. Film School? Do you think this tuition is reasonable? Why or why not?

2. Divide your class into small groups. Refer each group to online resources, including the links below, to prepare a presentation about one of the following jobs related to movie production:
    1. Directing
    2. Producing

3. Cinematography
4. Crew Roles
5. Editing
6. Screenwriting
7. Sound
8. Acting
9. Visual Effects
10. Art Direction

Instruct each group to include the following information in its presentation:

- The role of the position within the filmmaking process
- The training and schooling required for the job
- The skills and attributes a person working in the job should have
- The salary range of the position
- The benefits and drawbacks of the work
- Who are/were the leaders within the field, and examples of their work.

After the presentations ask students: Would you like to work in movie production? Why or why not? If so, which aspect of the industry appeals to you? Why?

EXTENSION: Have your class watch a video of a contemporary adventure film. Then direct each student to draw upon the group presentations to write a critique about a particular aspect of the adventure film, such as the direction, the screenplay, the acting, or the editing. After students share their papers, discuss how each aspect of the production affected the overall quality of the film.

LINKS:
http://www.filmmaking.net/
http://www.producersguild.com/about/b_member_bio/tmount.html
http://www.editorsguild.com/newsletter/MayJun98/wise.html
http://www.tft.ucla.edu/tfthome.htm
http://www.lmu.edu/colleges/cfa/comm/

EDITOR'S NOTE:
protocol
post production
cinematography

WORLDVIEW

Artistry in Action: UK's "Sound of Music"

1. What kind of movie is "The Sound of Music"? Describe some of the characters seen in the audience on Fridays and Sundays at London's Prince Charles Theater. How does the audience become a part of the production? Why do you think these moviegoers dress up and take part in the show? Do you know of any other movies where the audience participates? Explain.

2. Many students have never seen "The Sound of Music." If possible, show this movie to your students. Discuss the historical setting behind the story, and have students conduct research to learn more about the Von Trapp family, whose story is the basis for the movie. Identify the major themes of this film and discuss how some of these themes are universal in their appeal.

3. Different generations have adopted movies and television programs of the past as their "cult classics." As the new generation adopts that movie or program, it takes on a life of its own. Challenge students to interview family members and friends of any age to find out what they consider their cult classics. Share student findings. What makes one generation's classic another's

cult classic?

LINKS:
http://members.rediff.com/anikets/Index.html
http://www.ravecentral.com/soundofmusic.html
http://teachwithmovies.org/guides/sound-of-music.html
http://www.imagi-nation.com/moonstruck/albm30.html

Culture Watch: Russia Singing Moms

1. Why is Dr. Mikhail Lazaryev holding singing classes for expectant mothers? What does he believe are the benefits of singing to unborn children? Why does he think the mother's voice is best? What are some of the observations of the expectant moms when they sing to their babies?

2. There has been much debate surrounding the benefits of music to babies, before and after their birth. Have students work in groups to learn more about the different approaches to music introduction to babies. The U.S. state of Georgia, for example, has given new parents classical music recordings as they leave the hospital with their babies. Other programs promote playing music designed to be heard by babies in the womb, so that this same music will be a calming influence in their lives later. Share groups' findings and discuss the possible benefits and drawbacks of these approaches.

LINKS:
http://www.asoundbeginning.com/
http://www.innerself.com/Magazine/Parenting/communicating_with_unborn_child.htm

Inside Asia: Afghanistan Museum

1. What happened to Afghanistan's National Museum? What kinds of artifacts were once housed here? What groups are working together to help restore the museum?

2. What is Afghanistan asking of the international community and of UNESCO in order to recover its national treasures? Why do you think the trade in smuggled artifacts is booming? In addition to recovering stolen artifacts, what hurdle does this impoverished country face as if tries to restore the museum that once housed its heritage?

3. The Afghanistan National Museum once housed an amazing collection documenting the country's place at the crossroads of the Silk Road. Challenge students to examine the history and culture of Afghanistan and speculate as to the kinds of items visitors might have once seen in this museum. Then have each student create a drawing or model of any artifact that could have been on display, and provide supporting information for that display, as one sees when visiting a museum. Post students' work around the classroom.

LINKS:
http://www.archaeology.org/9603/abstracts/afghan.html
http://www.afghan-web.com/
http://afghanistan.asiaco.com/

EDITOR'S NOTE:
"The Sound of Music"
Mozart
stimulation
resonance
UNESCO
pillage
Taliban

Kabul

NEWS CHRONICLE

Circus Nuns

1. Who are the two women accompanying the Roberts Brothers Circus as it travels from town to town? Why are the nuns traveling with the circus? Why do they call their mission "a ministry of presence"?

2. What are some of the everyday tasks that Sister Dorothy and Sister Bernard take on as they pursue their ministry? How do the circus employees seem to be reacting to the nuns' presence?

3. For centuries, religions have taken their messages to distant corners of the world via evangelists and missionaries. Have students find evidence of the work of these evangelists and missionaries throughout history. Point out, for instance, that many towns and cities in California owe their names to the Catholic missions established by priests centuries ago. Share students' findings. Discuss the historical and cultural impact of these missions to convert.

LINKS:
http://www.bartleby.com/65/mi/missions.html
http://mdm.tripod.com/
http://www.missionaries.org/

Our World: Homeless Teens Graduate

1. How is Monarch High School different from most high schools with which you are familiar? What "insurmountable obstacles" does its students face? What are the ages of the students who are enrolled at Monarch? Who enrolls these students? Do you find this unusual? Why/why not?

2. What does Monarch High provide for its students? What plans do the graduating students have? How will Monarch's year-end ceremonies and celebration be like those of other schools? Who will provide what the students need for their celebration?

3. What are some reasons behind homelessness in a country that seems to be enjoying economic prosperity? Have students work in groups to learn more about homelessness in the U.S., and what is being done to address the plight of the homeless. After sharing groups' findings, identify the specific needs of homeless teens and discuss how educational institutions can help address those needs.

LINKS:
http://nch.ari.net/
http://nch.ari.net/letendreindex.html
http://www.safeplaceservices.org/

EDITOR'S NOTE:
missionary
spiritual life
manifestation
homeless
insurmountable

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CNN NEWSROOM Guide

June 26, 2000

There is no closed-captioning in today's show due to technical difficulties.
The political season heats up this summer with CNN NEWSROOM's coverage of the party conventions. Follow the campaign action as you watch our ongoing series "Democracy in America" every Tuesday.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:45...02:20

Top Story ... 07:00...09:20
-Historians review the origin of the Korean War.
-Veterans and world leaders mark the 50th anniversary of the Korean War.

DAILY DESK ... 00:40...10:00

Environment Desk ... 02:25...12:25
The World Watch Institute has issued its annual planetary "report card."

Environment Desk Extra: Keiko Walks ... 02:25...14:50
Keiko the killer whale reacclimates to the open ocean.

WORLDVIEW ... 00:40...15:30

One World Habitat: Endangered Species Trade ... 03:15...18:45
CITES delegates address conservation and trade regulations.

Wild Kingdom ... 02:00...20:45
A dog plays surrogate mother to an orphaned orangutan.

Inside North America ... 03:45...24:30
U.S. politicians debate whether America should increase immigration.

NEWS CHRONICLE ... 00:45...25:15

Democracy in America ... 02:10...27:25
The Green Party nominates Ralph Nader.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Korean War Remembered

1. When did the Korean War begin? Why is this conflict often referred to as the "Forgotten War"? What is the current status of the relationship between North and South Korea?

2. Have your class review the events leading-up to North Korea's invasion of South Korea by way of creating a timeline. Instruct students to begin their timeline with Japan's formal surrender in 1945. To help students create the timeline, have them consider the following questions: What were the roles of North and South Korea, China, Japan, America, and Russia? What was the role of Kim Il Sung? Why is the 38th Parallel significant? After the timeline is completed ask students: What was the Cold War? How was the Korean War representative of the Cold War? Did the presence of American and allied forces in Korea alter the course of the Cold War? Explain. What issues of the Cold War remain for the two Koreas to address?

3. What was the purpose and outcome of the recent Korean summit? What actions have North and South Korea and the U.S. taken since the summit to promote peaceful reunification between the two Koreas? Why do some people feel that the Korean peninsula is still dangerous? Do you agree? Why or why not? Why are there still American military personnel in the DMZ? Do you think the U.S. should withdraw its troops from Korea? Why or why not?

4. How did President Clinton pay tribute to the Korean War veterans? During his tribute, President Clinton stated, "It was a hard brutal war, and the men and women who fought it were heroes." Refer students to online resources, including the links below, to review the events of the Korean War, and to identify examples of heroic acts displayed by Korean War veterans. If possible, invite a Korean War veteran to your class to talk about his/her experiences during the war.

5. How did people in Seoul, South Korea commemorate the 50th anniversary of the Korean War? How has Seoul changed since 1950? What "price" did Korean War veterans pay to achieve freedom in South Korea? Do you think achieving this freedom was worth dying for? Explain.

6. Have each student write a two minute speech commemorating the 50th anniversary of the Korean War from the perspective of either a North Korean veteran, a South Korean veteran, or a U.S. veteran. Prior to writing their speeches, instruct students to identify their own opinions about the war and the reunification of Korea. Then, challenge students to incorporate their views into their speeches. Have students present their speeches to the class.

LINKS:
http://www.cnn.com/2000/ASIANOW/east/06/25/korea.anniversary.03/index.html
http://www.cnn.com/2000/ASIANOW/east/06/23/korea.albright.02/
http://www.cnn.com/SPECIALS/2000/korea/story/overview/
http://www.korea.army.mil/50anniv/index.htm

EDITOR'S NOTE:
Korean War
Kim Il Sung
Seoul
reunification
Korean summit
Mao Zedong
Joseph Stalin

DAILY DESK

Environment Desk: Vital Signs

1. According to the story, what percentage of Americans currently use the Internet? How does this percentage compare with the rest of the world's Internet use? What is the meaning of the term "Digital Divide"? How do you think a continued increase in the world's population will affect this divide? What are two reasons given for the rapid growth of the Earth's population?

2. How do you think population growth places "stress" on our planet? What do you think can be done to lessen this stress? What impact do you think the rate of growth has on the overall planetary quality of life? Why do you think this annual report tracks the development and use of alternative energy sources? What types of alternative energies are currently being used and developed? Which countries are the global leaders in alternative energy development? Do you notice a pattern or trend among these nations? Explain.

3. The growing divide among different groups comes more sharply into focus as our population continues to grow and our world continues to become electronically "connected." To help students better understand the future implications of the Vital Signs 2000 report, conduct the following activity:
   1. Form small groups of 3-4 students each.
   2. Have each group select a country to investigate. (Encourage groups to choose countries that others might not think of, so that there is a wide variety in terms of geographical location, resources and wealth.)
   3. Direct each group to research and address the following:
   - What is the country's gross national product(GNP)?
   - What are the country's natural resources?
   - What type of educational system does the country have?
   - In what kind of structure do most individuals in this country live?
   - How is the general health of the average citizen of this country?
   - Rate the country as high, medium or low in terms of education, health and socioeconomic opportunity. (Note: High should represent the country with the most assets and low with the least.)
   - Place your country into one of the three categories for overall quality of life and explain why you feel it belongs there.

   Discuss each group's findings and collectively determine what the class believes to be the single most important step that could be taken to close the gap between the "have" and "have not" countries.

LINKS:
http://metalab.unc.edu/lunarbin/worldpop
http://www.computerworld.com/home/news.nsf/all/9907084divide
http://www.awea.org/news/news991223glo.html
http://www.valdosta.peachnet.edu/~muncyj/teaching/cb/lectures/socialclass.html

Environment Desk Extra: Keiko Walks

1. Who is Keiko? Why is he famous? Where is Keiko currently living? What are trainers doing to prepare Keiko for his return to the wild? Why is Keiko taking "ocean walks"? How has Keiko responded to his encounters with wild orcas? Does Keiko's response surprise you? Why or why not?

2. Encourage students to study the effects of captivity on killer whales. Have small groups of students research the following areas relating to the care of captive killer whales: The whales' nutritional needs, optimal tank sizes, recommended activity levels, health and medical concerns, and provisions for stimuli in the form of other animals, and opportunities for play and social interaction. Have students share their information in class discussion.

   Following the class discussion, challenge the groups to identify the benefits and drawbacks of whale release programs. Instruct students to consider how living in captivity impacts killer whales.

and if captive whales can relearn survival behavior. Then, have students draw upon their research to debate whether or not Keiko should be returned to the wild.

LINKS:
http://www.oceanfutures.org/
http://www.aquarium.org/keiko/index.htm
http://www.columbian.com/keiko/keiko.html
http://www.whalelink.org/adopt/adopt.html

EDITOR'S NOTE:
population growth
Digital Divide
alternative energy
killer whales
Keiko

WORLDVIEW

One World Habitat: Endangered Species Trade

1. What is the purpose of the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES)? When and where was the most recent CITES conference held? How many nations participated in this conference? When will the next CITES conference take place?

2. What issues were addressed at the conference? Which issue was the most controversial? Why? Was this issue resolved? Explain.

3. CITES addresses conservation and trade regulations on several levels. Refer students to the websites below to learn more about CITES and how these issues are addressed. Instruct students to identify the differences between Appendix I and Appendix II categorizations. After students share their information, ask: Do you think CITES is necessary? Why or why not? You may want to remind students that CITES is the only regulatory agency involved in the international trade of endangered species.

4. As a class, create a list of the main issues addressed at the recent CITES conference. The websites below should provide useful information.
    1. Group students.
    2. Have each group prepare a presentation about one of the issues from the list. Instruct each group to identify why the issue is of paramount international concern, and how CITES delegates ruled on the issue.
    3. Following the group presentations, help students create a scorecard that shows how the CITES delegates ruled on these issues.
    4. After students review the scorecard, ask: Do you agree with the delegates' rulings? Do you think progress is being made in conservation?
    5. Direct students to substantiate their opinions with facts.

LINKS:
http://www.cites.org/
http://www.cnn.com/2000/NATURE/04/25/cites.wrap.enn/index.html
http://www.enn.com/enn-news-archive/1997/06/062097/scorecrd.asp
http://www.cnn.com/2000/NATURE/03/29/whaling.push.enn/

Wild Kingdom: Dog Orangutan

1. Where is the Twycross Zoo located? Who are Bugsy and Malone? Why is Malone residing at the zoo? In your opinion, how do Bugsy and Malone benefit from their relationship? Do you think zoos help or hinder animal conservation? Explain.

2. What qualities does Bugsy have that make him a good caretaker? Do you think these traits are innate or learned? How do other animal species care for their young? Give an example.

3. What is a primate? Inform students that according to a recent report by Conservation International, "One in five species of primates, many living in biologically rich but rapidly shrinking habitats, could become extinct within a generation." Challenge your students to learn more about these endangered primates, where they are found, why they are unique, their habits, abilities, and why they are endangered. Have students work in groups to conduct research on one of the endangered primate species, including the Sumatran orangutan. Then have each group use its findings to create a 1-2 minute public service announcement about the importance of saving the primates, and perform its announcement for the class.

LINKS:
http://www.twycrosszoo.com/
http://www.zoo.org/educate/fact_sheets/orangutan/orangutan.htm
http://www.akc.org/index.html
http://www.cnn.com/2000/NATURE/05/12/endangered.primates.reut/
http://www.cnn.com/2000/NATURE/01/10/primates.peril/index.html
http://www.conservation.org/
http://www.iucn.org/

Inside North America: Hello Immigrants

1. What was California's Proposition 187? Why wasn't Proposition 187 approved? Who is Kirbal Bajwa? What is his status as a U.S. citizen? Do you think the U.S. government should grant him amnesty? Why or why not?

2. Why are some U.S. politicians proposing that immigration be increased? Why are some people against this proposal? Do you think immigration quotas are necessary? Why or why not?

3. Why do you think many Americans tend to be more optimistic about immigrants when the U.S. economy is strong? What is an H1-B visa? Why do you think these visas are in high demand?

4. Generate a class discussion about the reasons why people emigrate. Challenge students to come up with some potential challenges associated with immigrating to the U.S. If possible, invite an immigrant student or adult to your class to talk about his/her immigration experience.

5. Refer students to library and online resources to learn about the civil rights and liberties that people are entitled to when they immigrate to the U.S. Then, have students consider how life might be different for illegal immigrants versus people who immigrate to the U.S. legally.

6. Direct students to multimedia resources to learn about the benefits and drawbacks of having people immigrate to the U.S. Have students consider economic, social, cultural, and political factors. Then, divide your class into two groups to debate whether or not the U.S. should grant amnesty to illegal immigrants "of good moral character," who have been in the U.S. since 1987. Instruct students to use statistics and details to back their arguments.

LINKS:
http://www.ins.usdoj.gov/
http://ca94.election.digital.com/e/prop/187/home.html

http://www.ncpa.org/pd/immigrat/profiles.html

EDITOR'S NOTE:
endangered species
convention
trade regulations
orangutan
immigration
visas

NEWS CHRONICLE

Democracy in America: Green Party

1. What are the two main political parties in the U.S.? How would you describe the current U.S. political party system? In your opinion, do these two parties adequately represent the interests of most Americans? Explain.

2. How does the Green Party differ from the Republican and Democratic Parties? Who is Ralph Nader? Why do you think Green Party delegates chose Mr. Nader to represent their party?

3. What must a U.S. presidential candidate do to be able to participate in the presidential debates? Do you think the presidential debates impact the outcome of a presidential election? Why or why not? If Mr. Nader were allowed to participate in the debates, do you think his presence would impact the outcome of the debates? Explain.

4. Have students discuss whether or not having more than two main political parties is the best way to represent political views. To help students consider this point, ask them to discuss the benefits and drawbacks of having more than two students run for class president. Can the views of the student majority be fairly represented in an election if there are more than two candidates? Why or why not?

5. Inform students that "Greens throughout the U.S. support the following ten 'key values': ecological wisdom, social justice, grassroots democracy, nonviolence, decentralization, community-based economics, feminism, respect for diversity, personal and global responsibility, and future focus/sustainability." Challenge your students to investigate whether or not the Republican and Democratic Parties share these values. Help your students to create a chart that depicts the views of each party. Have students compare and contrast their findings. Then, ask students to identify whether or not they support the Green Party's key values.

6. What is Mr. Nader's long term political goal? According to the video, "Mr. Nader says he wants Americans to know that there is another option...even if that means helping George W. Bush by hurting Al Gore." Have students discuss the meaning of this statement. Then ask students: How might Mr. Gore have to change his position given Mr. Nader's presence? How might this impact Mr. Gore's standing against Mr. Bush. Give an example to illustrate your opinion.

7. Though the U.S. Constitution does not mandate a two party political system, the Republican and Democratic Parties are well established because of their long standing political presence. Unlike the Democratic and Republican Parties, third parties, such as the Green Party, the Libertarian Party, and the Reform Party, are built on either a personality or an issue. Group students. Refer each group to the websites below to investigate the history, evolution, and platforms of a third party, and whether the party is based on a personality or on an issue. Have students share their findings in class discussion.

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/06/23/green.party/index.html

http://www.gp.org/
http://www.greenparties.org/GreenParties/default.asp
http://www.rnc.org/
http://www.democrats.org/index.html
http://www.reformparty.org/
http://www.lp.org/
http://www.fec.gov/

EDITOR'S NOTE:
Green Party
Ralph Nader
Democratic Party
Republican Party
debates

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CNN NEWSROOM Guide

June 27, 2000

Teachers: If you are on our e-mailing list and do not want to receive the Guide over the summer, please address a blank e-mail *from the account that receives the e-mail Guide* to: cnrguide-nomail@lists.turner.com You will receive a message saying that your mail has been suspended. We will "reactivate" your subscription on Aug. 14th.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 00:45...02:15

Top Story ... 06:25...08:40
-Scientists have completed a working draft of the human genome.
-Some people question the ethics of the Human Genome Project.

In the Headlines ... 01:35...10:15
Japan's Liberal Democratic Party wins Japan's national election.

DAILY DESK ... 00:40...10:55

Health Desk ... 02:00...12:55
Health experts are concerned about the overuse of antibiotics.

WORLDVIEW ... 00:40...13:35

Top of the World ... 02:00...15:35
Airships may revolutionize the clearance of landmines.

Inside Asia ... 02:40...18:15
India has the highest number of AIDS cases in the world.

Political Front ... 02:45...21:00
Experts say the U.S. should work harder to stop terrorism.

NEWS CHRONICLE ... 00:30...21:30

Democracy in America ... 02:35...24:05
The Commission on Presidential Debates proposes new rules for this year's debates.

Turner Website Information ... 00:45...24:50
Information on the CNN NEWSROOM Daily Classroom Guide

Student Bureau ... 02:35...27:25
Teen People magazine recognizes 20 top teens.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Human Genome Project

1. What is the Human Genome Project? How long has it taken scientists to create a rough draft of the human genome? Which nations have participated in the Human Genome Project? What have been the roles of the public and private sectors? What work still needs to be done to complete the human genome? Why is a spirit of cooperation among scientists necessary to complete this work?

2. Define the following terms: DNA, gene, cell, chromosome, protein and genome. What are "sequencing," "assembling," and "annotation"? How will a completed human genome revolutionize the diagnoses, treatment, and prevention of diseases? Give an example.

3. What is a vaccine? What is an antibiotic? Help your students research the history and impact of vaccines and antibiotics. Then have your class debate the following assertion made by medical experts: "Mapping the human genome will ultimately transform medicine more than vaccines and antibiotics combined."

4. Generate a class discussion about the field of bioethics. What is "bioethics"? What are the possible ethical, legal and social benefits and potential dangers of sequencing the human genome? How are these issues similar to the issues associated with cloning? Do you agree with President Bill Clinton and Prime Minister Tony Blair's claim that "now is the time to determine the parameters and uses of our genetic blueprint?" Explain.

5. Refer students to the fourth website below to learn more about the ethical, legal and social issues associated with sequencing the human genome. Then divide your class into small groups. Have each group create a set of guidelines for how the international community should deal with these issues. Have groups share their ideas. As a class, use these ideas to craft a "Universal Declaration on the Human Genome."

6. What is "genetic discrimination"? Why are some people concerned about insurance companies having access to a policy holder's genetic information? Do you think it will be possible to prevent genetic discrimination in the workplace? Why or why not?

7. Refer students to the second link below to learn more about the results of the CNN-Time magazine poll. Ask students: Do you think these results accurately reflect the general public's opinion about the Human Genome Project? Why or why not? Pose the following questions from the CNN-Time magazine poll to your class to find out their opinions about the Human Genome Project:
   1. Do you think the Human Genome Project will be beneficial or harmful?
   2. Is the Human Genome Project morally wrong?
   3. Would you want to know if you were predisposed to developing a genetic disease?
   4. Should companies be allowed to patent human genome research?
   5. Who should have access to your genetic information?
      - Your doctor
      - Your insurance company
      - The government

   Tabulate the students' responses and compare them to the results of the CNN-Time magazine poll. Then instruct each student to write a position paper addressing one of the five questions from the poll.

LINKS:

http://www.cnn.com/2000/HEALTH/06/26/human.genome.04/index.html
http://www.cnn.com/2000/HEALTH/06/26/human.genome.05/index.html
http://www.cnn.com/SPECIALS/2000/genome/
http://www.nhgri.nih.gov/HGP/
http://www.ornl.gov/hgmis/resource/elsi.html
http://www.time.com/time/magazine/articles/0,3266,48109,00.html
http://www.cnn.com/2000/HEALTH/05/29/dna.blueprint.ap/index.html

In the Headlines: Japan Elections

1. Describe Japan's structure of government. What is the Diet? Who is Yoshiro Mori? With what political party is he affiliated? What were the results of Japan's recent national election? Why do some analysts believe that this election will impact the balance of political power in Japan?

2. Refer students to the websites below to learn about Japan's recent political history and the key issues of the recent national election, including Japan's slowly improving economy. Then challenge students to identify why, according to national surveys, many Japanese are dissatisfied with Japan's current political system. After students discuss their findings, have each student write a paper outlining the steps he/she thinks Prime Minister Mori and the Liberal Democratic Party will need to take to stabilize politics in Japan.

LINKS:
http://www.cnn.com/2000/ASIANOW/east/06/25/japan.elections.02/index.html
http://www.japan-guide.com/e/e2136.html

EDITOR'S NOTE:
Human Genome Project
genetic predisposition
disability insurance
Equal Employment Opportunity Commission
DNA
ethics
Japan
Yoshiro Mori

DAILY DESK

Health Desk: Antibiotic Resistance

1. What is an antibiotic? When were antibiotics first introduced? How have antibiotics impacted civilization? Why are there more bacterial strains emerging that are resistant to antibiotics?

2. Challenge students to conduct a scavenger hunt to identify foods and household cleaning products that have antibiotic agents. List the students' findings on the board. Then, refer students to multimedia resources, including the links below, to find out whether or not these products promote antibiotic resistance. Instruct students to determine the backgrounds of the people and organizations being cited, and whether or not their views are biased. Have students share their findings and discuss.

3. Read the following statement by the World Health Organization to your class: "Despite the enormous advances in health care in the last half-century, infectious diseases still account for 25% of deaths worldwide and 45% in low-income countries. As we increasingly recognize the role of infectious agents in other diseases, we will place even greater importance on treating and preventing infections." Next, challenge your class to learn more about antibiotics and their critical role in reducing the burden of global disease. Group students. Have groups prepare presentations about the origin, impact, treatment, and status of major infectious diseases such as:

- Tuberculosis
- Acute respiratory infections
- Diarrhoea
- Malaria
- Sexually transmitted infections
- Hospital-acquired infections.

After the presentations, ask students: Do you think these diseases can be prevented and/or eradicated? Explain.

EXTENSION: Have students create a pamphlet or a poster to educate others about antibiotic resistance and what they can do to reduce their risks for contracting drug-resistant infections. The fourth website below should provide useful information.

LINKS:
http://www.cnn.com/2000/HEALTH/06/12/antibiotic.resistance/index.html
http://www.who.int/inf-pr-2000/en/pr2000-41.html
http://www.mayohealth.org/mayo/9812/htm/superbugs.htm
http://www.mayohealth.org/mayo/9710/htm/anti_1sb.htm
http://www.sciam.com/1998/0398issue/0398levy.html
http://www.sdahq.org/sdalatest/html/sda_news.html#triclosan
http://www.ucsusa.org/agriculture/0antibiotic.html

EDITOR'S NOTE:
bacteria
antibiotics
infection
resistant
staph infections

WORLDVIEW

Top of the World: Britain Landmines

1. How many people each year are killed or maimed by landmines? What is an "airship"? How might the "Mineseeker" airship advance demining efforts? Are there drawbacks to using this new technology? Explain.

2. Have students consult the Internet and other resources to learn more about the demining efforts used so far, including the Treaty to Ban Landmines, the human costs of landmine injuries to individuals and to nations, and the drawbacks of existing demining technology. After students share their findings, have each student write a letter to one of the organizations listed in the links below. These letters should demonstrate the students' understanding of landmine issues, the need to eliminate landmines, and their support for Mineseeker airships.

LINKS:
http://www.mineseeker.com/
http://www.hrw.org/hrw/worldreport99/arms/index.html
http://www.demining.brtrc.com/
http://humanrights.miningco.com/msub28.htm?rf=mt&COB=home
http://www.peaceday.org/ladydi.shtml

Inside Asia: India AIDS

1. What is the difference between HIV and AIDS? How is HIV transmitted? How does the rate of

AIDS in India compare to the incidence of AIDS in other nations? Why? In which segment of India's population is HIV most prevalent? Why do you think this is so? How might the spread of HIV and AIDS within this age group impact India's economy? Why is it essential that India's government find a way to curtail the spread of HIV and AIDS?

2. What efforts has India's government taken to stop the spread of HIV and AIDS? Have these efforts been successful? Why or why not?

3. Challenge students to research the incidence of HIV and AIDS in different countries, and how these nations are attempting to stop the spread of these diseases. Help students create a chart to compare and contrast their findings. As a class, have students identify why HIV is more prevalent in poorer countries, and which prevention efforts are the most effective. Then, have small groups of students draw upon this information to write letters to the Indian government suggesting ways to improve HIV prevention in India. Have students share their letters and discuss.

LINKS:
http://www.unaids.org/wac/1999/index.html
http://www.ama-assn.org/special/hiv/hivhome.htm
http://webhead.com/WWWVL/India/

Political Front: Student Terrorism

1. Why has a congressional panel recommended that the U.S. federal government closely monitor international students who are in the U.S.? What are some of the proposed monitoring methods? Why are some people opposed to monitoring international students? Do you think the panel's recommendation is justified? Why or why not?

2. Challenge students to learn more about terrorism and what is being done to prevent terrorist attacks in the U.S. The websites below may offer a good start for student research. After students share their information ask: What terrorist attacks have occurred in the U.S. during the students' lifetimes? What have authorities learned from these tragedies? Do students think the incidence of domestic terrorism will increase or decrease in the years to come? Why? Do you think monitoring international students would improve national security? Why or why not?

3. Opponents of the panel's proposal maintain that monitoring international students would threaten civil liberties. Divide your class into two groups to debate the following resolution: Monitoring international students would violate the basic rights of the U.S. Constitution. After the debate, have each student write a brief speech to the U.S. Congress in support of or opposition to the congressional panel's recommendation. Have students read their speeches to the class and discuss.

LINKS:
http://www.cnn.com/2000/US/06/05/curbing.terrorism.01/
http://www.terrorism.com/FAQ.html
http://www.terrorism.net/
http://www.state.gov/www/global/terrorism/1999report/1999index.html

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EDITOR'S NOTE:
landmines
airship
AIDS
HIV
terrorism
international students

NEWS CHRONICLE

Democracy in America: Presidential Debate Rules

1. How will the format of this year's presidential debates be different from that of previous years? Who decides what the format will be? When have we seen this debate format in use before? What kind of tone did it set in the debates where it was used? Besides the actual format of the debate, in what other ways will this year's presidential debates differ from past debates?

2. What are the rules for those who want to participate in presidential debates, as outlined by the Commission on Presidential Debates (CPD)? If the debates were held next week, could either Ralph Nader or Pat Buchanan participate? Explain. How have Mr. Nader and Mr. Buchanan reacted to this rule?

3. What is the role of the CPD? Have students consult the first two Internet sites below to learn more about this commission, when and how it was established, and its role in the debate process. Share student findings in class discussion. What do students think of the CPD's decisions on this year's debates? Do they think the 15% rule is fair, or should the debates include all candidates from all parties? Discuss.

4. How might historic presidential debates have been different had they been conducted by this year's CPD rules? Have students work in groups to investigate some presidential debates of the past. Then challenge each group to examine one past debate and prepare an analysis of how it might be different if it were conducted in the year 2000, under this year's format and participation rules, and with some of the advances of modern technology (like the Internet) to encourage voter participation. Have each group present its analysis to the class.

LINKS:
http://www.debates.org/
http://www.debates.org/pages/news3.html
http://www.politics1.com/p2000.htm
http://www.cnn.com/ALLPOLITICS/

Student Bureau: Teen People

1. Which of the "top 20 teens" were profiled in the video? What were their accomplishments? What two companies sponsored the teen scholarship awards? Why do you think Teen People magazine and L'Oreal chose to sponsor this event?

2. What are some of the perceptions that people have of teenagers? Why do these perceptions exist? Do you think these perceptions are accurate? Why or why not? Christina Ferrari, managing editor of Teen People magazine, maintains that, "This generation (of teens) is one of the most positive, determined, ambitious generations we've ever seen." Do you agree with Ms. Ferrari? Why or why not? Give an example to support your opinion.

3. Have you class sponsor a "top teen" contest at your school. Help students work with school administrators and local community businesses to organize a contest to recognize the pro-social contributions and accomplishments of the students at your school. Assist students in determining the selection criteria for the contest and the contest awards. Select a panel of judges pooled from the student body, the school administration, and the local business community. If possible, have local media cover the event.

LINKS:
http://www.pathfinder.com/teenpeople/web/
http://www.loreal.com/
http://www.jsdnp.org.jm/juniorsum.htm
http://www.lilamccann.com/

EDITOR'S NOTE:
Presidential Debates Commission
rebuttals
scholarships
teenagers

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CNN NEWSROOM Guide

June 28, 2000

Teachers: If you are on our e-mailing list and do not want to receive the Guide over the summer, please address a blank e-mail *from the account that receives the e-mail Guide* to: cnrguide-nomail@lists.turner.com You will receive a message saying that your mail has been suspended. We will "reactivate" your subscription on Aug. 14th.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:25... 01:25

TODAY'S NEWS ... 00:35...02:00

Top Story ... 02:20...04:20
Distracted drivers are a public safety threat.

In the Headlines ... 02:00...06:20
Robert Mugabe's ZANU-PF party wins Zimbabwe's parliamentary elections.

DAILY DESK ... 00:30...06:50

Business Desk ... 02:10...09:00
A bond-trading legend is calling it quits.

Business Desk Extra: $500 Dinner ... 01:50...10:50
A new restaurant in New York City offers a $500.00 dinner for two.

WORLDVIEW ... 00:30...11:20

Inside Europe ... 03:05...14:25
Moscow is being overrun by cars.

Taking Care of Business ... 03:00...17:25
Mountaineer Ed Viesturs secures corporate sponsorship.

Check it Out ... 03:30...20:55
Entrepreneurs create a successful bakery that caters to dogs.

NEWS CHRONICLE ... 00:35...21:30

Stock Whiz Kid ... 02:50...24:20
Investing in the stock market is a cinch for whiz kid Karl Abele.

Turner Website Information ... 00:45...25:05
Information on the CNN NEWSROOM Daily Classroom Guide

Donated Homes ... 02:25...27:30
Silicon Valley homeowners donate their homes to East Palo Alto, CA.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Distracted Driving

1. What percentage of car accidents are caused by distracted drivers? What are some of the reasons people get distracted when they drive? What is the Network of Employers for Traffic Safety (NETS)? How is NETS attempting to reduce distracted driving? Do you think the organizatio will be successful? Why or why not?

2. What are the potential consequences of distracted driving? Do you think the government should impose stricter laws to stop distracted driving? Why or why not? If so, what types of laws do you think should be put in place?

3. Challenge students to observe people driving over the course of two weeks. Have students note their observations of driving distractions in logs. These distractions might include talking to passengers, adjusting controls, eating, reading, talking on the phone or picking-up a fallen object. After students present their findings, as a class, tabulate the incidence of each distraction and determine which distractions occurred most often. Then have students suggest ways that the drivers might have avoided these distractions.

LINKS:
http://www.cnn.com/2000/US/06/27/distracted.drivers.03/index.html
http://www.cnn.com/interactive/us/0006/driving.tips/frameset.exclude.html
http://www.nhtsa.dot.gov/
http://www.aaa.com/

In the Headlines: *Zimbabwe Elections*

1. Where is Zimbabwe located? What is the structure of Zimbabwe's government? Who is Robert Mugabe? With what political party is he affiliated? What were the results of Zimbabwe's recent national parliamentary election?

2. Refer students to the websites below to learn about Zimbabwe's political history and the key issues of the recent national election, including inflation, unemployment, and mass poverty. Then challenge students to identify why many of Zimbabwe's citizens are dissatisfied with Zimbabwe's current political system. After students share their findings, have them write papers that discuss how this election might impact the balance of political power in Zimbabwe.

3. Who is Morgan Tsvangirai? Why does Mr. Tsvangirai feel that Zimbabwe's parliamentary elections were not free and fair? Have students compare Zimbabwe's election process to the election process in other democratic countries. Direct students to research how these countries insure that their elections are free and fair. After students present their findings, have them propose ways to improve Zimbabwe's election process.

LINKS:
http://www.cnn.com/2000/WORLD/africa/06/27/zimbabwe.elex.03/index.html
http://www.cnn.com/2000/WORLD/africa/06/21/zimbabwe.elex.facts.reut/index.html
http://www.cnn.com/2000/WORLD/africa/06/21/bc.zimbabwe.chrono.reut/index.html
http://www.gta.gov.zw/

http://www.columbia.edu/cu/libraries/indiv/area/Africa/Zimgen.html

EDITOR'S NOTE:
Network of Employers for Traffic Safety

distracted driving

Zimbabwe
parliamentary

DAILY DESK

Business Desk: Bond Trader Quitting

1. Who is Tom Baldwin? How long has he been a bond trader? What reputation did he develop for himself in Chicago's futures pits? Why is he leaving?

2. Why is business down in the 30 year pit? What does "liquidity" mean? Why does Tom Baldwin feel that bond trading has become more "difficult" and "a lot riskier"? How much money did he make on his best days? How much did he lose on his worst days? In spite of the number of prominent traders who have left, some, like independent trader Chip Kenyon, are staying. Why do you think they choose to stay?

3. Based on what they have seen in the video, how would students describe the activity in Chicago's futures pits? Generate a class discussion about the term "risk," as it applies to bond and stock trading. Why do students think this story describes the business of bond trading as "gut wrenching"?

4. Review the definition of "bond" with your class. Impress upon students that one who invests in bonds is investing in debt. Invite a financial adviser or banker to your class to explain this concept. Then have students work in groups to compare investing in bonds to investing in stocks, and share their findings. Discuss the reasons why bad news in the bond market often translates to good news in the stock market, and vice versa.

LINKS:
http://www.investinginbonds.com/
http://www.investinginbonds.com/info/bondbasics/what.htm
http://news.lycos.com/headlines/Business/article.asp?docid=RTBUSINESS-STOCKS-U.S.ADALL-DC&d

Business Desk Extra: $500 Dinner

1. Who is Alain Ducasse? What is the name of his New York City restaurant? Why are the prices of goods and services more expensive in New York City than in other areas of the U.S.? Why do you think people are willing to spend $500 on a dinner for two? Do you think this is a reasonable price for a meal? Explain.

2. Mr. Ducasse has two other, equally expensive and successful restaurants in Paris and in Monaco. To what extent do you think the location of these restaurants contributes to their success? In your opinion, what other factors contribute to the success Mr. Ducasse's restaurants? If you were an investor, would you invest capital in Mr. Ducasse's New York restaurant? Why or why not?

3. Do you think $500 is a lot of money? Explain. How long would it take a person who makes minimum wage to earn $500? If you had $500 how would you spend it? Have students share their ideas and discuss.

LINKS:

http://www.alain-ducasse.com/
http://www.ora.org/

EDITOR'S NOTE:
futures
pits
bond
budget surplus
debt
liquidity
capital

WORLDVIEW

Inside Europe: Russia Car Overload

1. How many cars are there in Moscow compared to ten years ago? Why has there been such a dramatic increase in the number of cars in Moscow? What problems are the cars causing for the Moscow's citizens? What percentage of the pollution in Moscow is caused by automobiles?

2. What steps are being taken in Moscow to alleviate traffic congestion? Why are traffic problems so severe there? How are commuters responding to alternative transportation? Refer students to the first website below to learn more about how vehicle emissions affect the environment and the health problems that are caused by air pollution. Then, ask students: What might happen if Russia does not diminish or resolve its air pollution problem?

3. Have groups of students research how other major cities throughout the world deal with traffic and emission problems. The websites below should provide good starting point for their research. After students present their findings, have them draw upon their research to conduct a mock city council meeting to discuss ways that Moscow might:
   1. Decrease the amount of automobile related pollution
   2. Increase the effectiveness of its public transportation system
   3. Decrease traffic by integrating better traffic control principles
   4. Stop the influx of cars into the city.

   Have students use charts, graphs, and illustrations to support their presentation. Direct students to consider the economic, environmental and political consequences of the different recommendations.

LINKS:
http://www.epa.gov/OMSWWW/omshome.htm
http://www.cnn.com/WORLD/europe/sites.html
http://www.russiatoday.com/
http://members.iinet.net.au/~conswa/gtimes/previous/aug97/aug97_1.html
http://www.3m.com/profile/community/html/comm_belgium_121097.html

Taking Care of Business: Mountain Madness

1. Who is Ed Viesturs? How long did it take Mr. Viesturs to secure corporate sponsorship? Why? Why is corporate sponsorship important for competitive mountain climbers? Why is Mr. Viesturs conducting his "Grateful Ed Tour"? How do you think corporations benefit by sponsoring Mr. Viesturs?

2. Why do you think people become professional mountain climbers? What type of skills and attributes do you think a professional mountain climber should have? If any of your students are mountain climbers ask them to describe their experiences and why they became involved in the sport.

3. How would you determine which businesses should sponsor noted mountain climbers like Mr. Viesturs? Refer students to the websites below and other resources to learn more about:
   - Professional mountain climbing
   - The 14 highest mountains in the world and the challenges associated with climbing these mountains
   - The costs and equipment associated with professional mountain climbing
   - The demographics of professional mountain climbers
   - The corporations that are currently sponsoring professional climbers.

   Then, acting as marketing consultants, have groups of students prepare and deliver presentations to specific companies (the rest of the class) about the advantages of sponsoring professional mountain climbers.

LINKS:
http://www.mountainzone.com/climbing/everest/imax/
http://www.climbhigh.com/community/index.html
http://www.adventureteam.com/index.htm
http://www.odd-duck.com/everest.htm
http://www.mountaindesign.com.au/mountains/altitudes/highest.html

Check it Out: Three Dog Bakery

1. What type of products does the Three Dog Bakery produce? Where is the bakery located? Who established the company? How did the Beckloffs come up with the idea for the bakery? Why do you think the Three Dog Bakery is so successful?

2. Have students define the term "entrepreneur." Next, facilitate a brainstorming session to generate a list of personal qualities that students think a person must have to become a successful entrepreneur. Invite a local entrepreneur to speak to your class about how he/she came to own a business and how some of these personal qualities are essential in achieving a profitable company.

3. Refer your students to the websites below to learn more about entrepreneurs and their business ventures. Divide your class into small groups. Challenge each group to develop an idea for a business. After each group has shared its idea, have the class critique the idea and identify the challenges an entrepreneur might encounter if he/she were starting the business.

LINKS:
http://www.threedog.com/
http://www.entreworld.org/
http://www.whizteens.com/
http://www.grow-biz.com/
http://www.EntreWorld.org/Content/Glossary.cfm?Keywords=entrepreneur&x=48&y=10

EDITOR'S NOTE:
chas pik
enterprise
Russia
emission standards
Tibet
Nepal

NEWS CHRONICLE

Stock Whiz Kid

1. Who is Karl Abele? Where is he from? Why is he considered to be a stock market "whiz kid"? How

much money has Karl made from investing in the stock market? Why is Karl's approach to stock market investing considered risky? What are the benefits and drawbacks of investing in the stock market?

2. What skills and knowledge do you think an investor should have? Send students on an online scavenger hunt to identify terms related to the stock market, such as stocks, bonds, opening price, closing price, share portfolio, stock splits, and commodities. The second and third websites below should provide useful information. After students present their findings, have them create a glossary of these terms. Give a copy of the glossary to your school library.

3. To familiarize your students with stock listings and vocabulary terms, direct them to the stock page of a newspaper or to the last three websites below to address the following questions:
   1. What information is presented in the pages?
   2. What do the numbers mean?
   3. What do the ticker symbols mean?
   4. What are the prices of the stocks?

   As students respond to the questions, help them to identify the key points of the listings.

4. Challenge students in your class to "practice" investing. Give each student $1000 in play money. Direct each student to choose one stock and "purchase" as many shares as possible with the money given. Have the student record the date and purchase price per share of the stock, then chart its daily performance for an extended period of time (students may wish to plot points representing the stock's price on graph paper, then connect all the points to illustrate the stock's performance over time). Have each student share his/her chart, explain why this stock was chosen for investment, and whether he/she made a profit on that investment. After all the presentations, cite the most active stocks, both high and low, and discuss the factors that contributed to their performance.

LINKS:
http://www.nyse.com/
http://www.pennystockinsider.com/invest/glossary.htm
http://www.nasdaq.com/reference/glossary.stm
http://www.e-analytics.com/stockdir.htm
http://www.cnnfn.com/markets/world_markets.html
http://www.stockmaster.com/

Donated Homes

1. Locate East Palo Alto, CA on a map of the U.S. How does East Palo Alto differ from its surrounding communities? Why are home owners in Silicon Valley donating their homes to the city of East Palo Alto? What are the benefits and drawbacks of this venture for real estate agents, Silicon Valley home owners, and East Palo Alto residents and city officials?

2. Why is there so much wealth in Silicon Valley? Have students define the term "digital divide." Inform students that the U.S. economy is booming, in part, because of the rapid development of new technologies. According to President Clinton, Americans have a "moral obligation to use their prosperity at this moment, especially to uplift communities in poverty." By doing so, the Clinton administration believes that this will help sustain America's booming economy and curtail the digital divide.

   Challenge small groups of students to identify examples of how successful business and people are helping to improve impoverished communities. The websites below should provide useful information. Have students share their findings and discuss the benefits and drawbacks of each venture.

3. Last year the National Telecommunications and Information Administration issued a report that

found a growing gap between those with access to information tools and those without. Share this information with your class and have students consider how the digital divide might impact the health of American communities, the development of a skilled workforce, and the U.S. economy.

LINKS:
http://www.cnn.com/2000/ALLPOLITICS/stories/04/17/palo.alto/index.html
http://www.cnn.com/2000/ALLPOLITICS/stories/01/13/potus.nyc/index.html
http://www.digitaldivide.gov/
http://www.whitehouse.gov/WH/New/digitaldivide/
http://www.ntia.doc.gov/ntiahome/digitaldivide/summit/
http://www.digitaldividenetwork.org/
http://www.digitaldividenetwork.org/initiatives.adp

EDITOR'S NOTE:
stock market
investor
Silicon Valley
East Palo Alto

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CNN NEWSROOM Guide

June 29, 2000

Don't forget: CNN NEWSROOM and the Daily Guide are here for you, year 'round. Archive this summer's programs and guides to bring your students up-to-date on news events this fall.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:25... 01:25

TODAY'S NEWS ... 00:30...01:55

Top Story ... 07:00...08:55
-CNN NEWSROOM reviews the history of the Elian Gonzalez case.
-Elian returns to Cuba.

DAILY DESK ... 00:30...09:25

Science Desk ... 02:50...12:15
New scientific evidence indicates that stars often merge with other stars.

WORLDVIEW ... 00:30...12:45

Political Front ... 10:30...23:15
A retired intelligence officer writes a book about his secret life in the CIA.

NEWS CHRONICLE ... 00:30...23:45

Student Bureau ... 01:45...25:30
Eleven year old Cameron Murphie wins a golf lesson with Tiger Woods.

Japanese Hoopster ... 02:00...27:30
In 1947, Wataru Misaka broke basketball's color barrier.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Elian's Fate

1. Who is Elian Gonzalez? When and why did Elian come to the U.S.? Why has the custody battle over Elian achieved such national and international recognition? In what way has the case of Elian Gonzalez become a symbol of the political struggle between the U.S. and Cuba? What factors prevented Elian from leaving the U.S. until yesterday?

2. Have students review the evolution of the Elian Gonzalez case by way of creating a timeline. Refer students to print and online resources, including the second link below, to identify the roles of the key individuals and organizations involved, including Elian's Miami and Cuban relatives, Judge Michael Moore, Janet Reno, the U.S. Immigration and Naturalization Service, and the U.S. Department of Justice.

3. Why did the U.S. Supreme Court decline to review the case of Elian Gonzalez? Have students write position papers about whether or not they agree with the U.S. Supreme Court's decision. Instruct students to support their opinions with facts. After students share their papers, ask: What do you think will happen after Elian returns to Cuba? Do you think this case will affect relations between the U.S. and Cuba? Explain. In your opinion, will this case impact the outcome of the U.S. presidential elections? Why or why not?

4. In a class discussion have students consider how Elian Gonzalez has become a political symbol for both the Cuban government and Cuban Americans. Divide your class into small groups. Challenge each group to create a poster or political cartoon that illustrates how Elian could be used to promote a specific political agenda for either the Cuban government or for Cuban Americans. After students present their work, have them speculate as to what life might be like for Elian in years to come.

LINKS:
http://www.cnn.com/2000/LAW/06/28/elian.stay.03/index.html
http://www.cnn.com/interactive/us/0002/elian.whoswho/frameset.exclude.html
http://www.cnn.com/2000/ALLPOLITICS/stories/06/27/embargo6_27.a.tm/index.html
http://www.cnn.com/LAW/trials.and.cases/case.files/0004/elian/linkframeset.exclude.html
http://www.legal.gsa.gov/legal31.htm
http://lcweb.loc.gov/global/judiciary.html
http://www.canfnet.org/

EDITOR'S NOTE:
Elian Gonzalez
civil disobedience
political asylum
appeals process
Cuba
U.S. Supreme Court

DAILY DESK

Science Desk: Stellar Collisions

1. What new evidence suggests that stars collide or merge with other stars? What do scientists believe happens during these collisions? How likely is it that our star, the sun, would collide with another star? Explain. What tools do scientists use to study the behavior of stars in deep space?

2. What impact do you think stellar collisions could have on Earth? How do stellar collisions relate to Einstein's theory of relativity? Why do you think scientists believed stars collided before they had this evidence? According to the story, the type of resulting star depends on the type of stars involved in the collision. What variables make stars and their collisions unique and different from one another?

3. As discussed in the story there are a wide variety of stars and the specific characteristics of the star can dictate its behavior. Two characteristics that vary among stars are their color and temperature. Scientists categorize three colors: blue, red and white to describe the temperature ranges of a star. To enable your students to understand the correlation between the use of color and the temperature of objects, help them perform the following activity:

1. Divide the class into groups of 3-4 students each.
2. Furnish each group with a gas burner, an electric pad and an oven thermometer.
3. After the gas burner has burned for five minutes, direct each group to place the thermometer in the blue part of the flame and record the temperature. Dip the thermometer in cold water and wait until the thermometer reaches room temperature. Repeat for the reddish and white part of the flame.
4. Turn on the electric pads, place the settings on "low." When the pad has turned a dark gray color, have each group place the thermometer with the tip touching the pad and record the temperature. Warn students to be careful not to burn their hands. Tell each group to dip the thermometer in cold water and wait until the thermometer reaches room temperature. Repeat at medium and high settings.
5. Direct each group to rate the colors from hottest to coolest.

(NOTE: This experiment should be performed in a laboratory environment under a teacher's supervision. A candle and long-stemmed kitchen thermometer may be used in lieu of the gas burner, electric pad and oven thermometer.) From the information gained in the experiment, and from rating the star colors from hottest to coolest, have your class develop a theory as to what happens to the temperature of stars when they collide or merge together.

LINKS:
http://antwrp.gsfc.nasa.gov/apod/ap961202.html
http://www.ncsa.uiuc.edu/newtest/index.ncsa.html?Info=http://access.ncsa.uiuc.edu/CoverStories/Neutro
http://news.bbc.co.uk/hi/english/sci/tech/newsid_383000/383901.stm
http://antwrp.gsfc.nasa.gov/apod/ap961203.html

EDITOR'S NOTE:
blue stragglers
neutron star
theory of relativity

WORLDVIEW

Political Front: Master of Disguise

1. What is the CIA? Who is Tony Mendez? What was his job at the CIA? When and how did he become involved with the CIA? What is the title and subject of his new book? What are some of Mr. Mendez's professional accomplishments?

2. Have students share what they know about Cold War. If necessary, refer your class to the fourth website below for useful background information. Which nations were security threats to the U.S. during the Cold War? Why? What is the current status of the United States' relationship with these countries?

3. Review the video and describe some examples of the spy technology that Mr. Mendez used in his work. Then have groups of students consult the Internet and other resources to learn more about Cold War spies and the devices that helped them to do their jobs. Have each group select one of these devices, create an illustration of it, explain how it worked and whether it is still in use. When groups have finished their presentations, discuss how espionage has evolved since the Cold War. Do you think by revealing his trade secrets, Mr. Mendez has jeopardized national security? Why or why not?

4. Refer students to the first and second websites below to learn more about the history of the CIA and the professional opportunities available within the agency. Ask students to identify the skills, attributes, education and training that are necessary for becoming a CIA field operative. After

students share their findings, ask: What types of personal risks and sacrifices do you think CIA field operatives assume? Why do you think many retired CIA agents find life after the CIA difficult? Would you want to work as a CIA spy? Why or why not?

5. In his review of Mr. Mendez's book, Porter J. Gross, Chairman of the U.S. House of Representatives' Permanent Select Committee on Intelligence, states that "Tony's colleagues and proteges are still at their quiet work, now against rogue states and terrorists, and are still making our country a safer place to live." Inform students that the U.S. Secretary of State has designated Cuba, Iran, Iraq, Libya, North Korea, Sudan and Syria as the seven governments that sponsor international terrorism. Then divide your class into seven groups. Have each group prepare an oral report about how and why one of these nations supports international terrorism, and what the CIA is doing to counteract this country's terrorist threats. Following the presentations, ask students: Do you think people should be concerned about terrorism? Why or why not? Do you think the CIA is necessary? Explain.

LINKS:
http://www.odci.gov/cia/ciakids/
http://www.discovery.com/stories/history/cia/cia.html
http://turnerlearning.com/cnn/coldwar/cw_start.html
http://www.fas.org/irp/news/sources.htm
http://www.themasterofdisguise.com/

EDITOR'S NOTE:
Tony Mendez
CIA
Cold War
national security
field operative
spy

NEWS CHRONICLE

Student Bureau: Tiger Woods

1. Who is Tiger Woods? Why do many people consider him to be one of the greatest athletes of all time? What television network sponsored the contest? Why was meeting Tiger Woods "like a dream come true" for Cameron Murphie?

2. Have each student write an essay in response to the following question: If you could spend a day with any athlete from the past or present who would you pick and why?

3. Refer students to the websites below to learn more about Tiger Woods. Why do you think Tiger Woods is so popular? Do you admire Mr. Woods? Why or why not? Challenge students to identify other contemporary athletes that they consider to be positive social role models?

4. Many young people have taken up the sport of golf thanks to the influence of young professionals like Tiger Woods. Challenge your students to learn more about other young athletes and their contributions to their sports. Have each student locate information on a young athlete and write an article that might appear in a local newspaper about that athlete's achievements and his/her contributions to the sport.

LINKS:
http://www.tigerwoods.com/
http://www.cnn.com/2000/fyi/news/06/20/tiger.inspires/index.html
http://ads.canoe.ca/GolfUpdate/jun6_startyoung.html

Japanese Hoopster

1. Who is Wataru (Wat) Misaka? When and for how long did he play for the New York Nicks basketball team? Why was his participation on the New York Knicks historically significant? Why did Mr. Misaka turndown the opportunity to play for the Harlem Globetrotters?

2. How has professional basketball changed since 1947? Do you think race is still an issue in professional basketball? Explain.

3. Wat Misaka is an example of an athlete that challenged social barriers to excel at his sport. Have students refer to print and online resources to identify other athletes during the last century who overcame social barriers to excel at their sports. Group students. Have each group select an athlete and prepare a presentation that addresses the following questions: What social or political barriers did the athlete encounter? Do these barriers exist today? What personal attributes enabled the athlete to succeed? How did the athlete impact his/her sport and society?

4. Ask students to relate what they know about the history of Japanese- U.S. relations during WWII. Next, share the following excerpt from an article written about Mr. Misaka's experience growing up as a Japanese American during WWII: "Before WWII, the students, fans, and players generally treated him well. Since he lived outside of the western military exclusion zone, he avoided being evacuated into a concentration camp...Although he kept playing through the war, he remembers playing a college game in which some fans screamed, 'Get the dirty Jap!' Such experiences were not uncommon in his day-to-day life growing up in Ogden, Utah, especially after World War II started. People would say, 'You better get out of the way' when he walked near them, and many people would try to pick fights with him."

   After students share their reactions, ask: How do you think these experiences affected Mr. Misaka? Have you ever experienced racism? If so, how did it make you feel? How did you handle the situation? Why do you think racism occurs? What can people do to stop racism?

EXTENSION: Inform students that "during World War II, approximately 120,000 Japanese Americans and permanent resident aliens of Japanese ancestry were interned, relocated or evacuated from their homes in the U.S. because of their race." Refer students to multimedia resources, including the last three links below, to learn more about the prejudicial treatment of Japanese Americans during and after WWII. Then ask students: Do you think racism towards Japanese Americans still exists in America? Explain.

LINKS:
http://www.lausd.k12.ca.us/janm/events/pav_galleries.html
http://www.minorities-jb.com/asian/History/wat2.html
http://www.infoplease.com/ipsa/A0747342.html
http://www.usdoj.gov/crt/ora/main.html
http://www.library.arizona.edu/images/jpamer/wraintro.html
http://www.geocities.com/Athens/8420/main.html

EDITOR'S NOTE:
Tiger Woods
golf
Wataru Misaka
racism
basketball

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Cartoon Network

Animate Your World

Company Information

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Press Releases
National Faculty Biographies

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CNN NEWSROOM Guide
Archive
CNN Student Bureau
CNN's COLD WAR
CNN NEWSROOM On the Road
UMUC 505: Intergrating Television News into the Curriculum

TBS Superstation

The Coming Plague

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The Day Lincoln was Shot

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Hope
Houdini
The Hunchback
Passing Glory
Thicker Than Blood
Two for Texas

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